

Higher Education Research:

A Compilation of Journals and Abstracts 2019

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Contents

Comparative Education (55) 2019.....	1
Comparative Education Review (63) 2019.....	13
European Journal of Education (54) 2019.....	26
European Journal of Higher Education (9) 2019.....	43
Globalisation, Societies and Education (17) 2019.....	54
Higher Education (77) 2019.....	69
Higher Education (78) 2019.....	93
Higher Education Policy (32) 2019.....	116
Higher Education Quarterly (73) 2019.....	128
Innovative Higher Education (44) 2019.....	139
Journal for Labour Market Research (53) 2019.....	150
Journal of Diversity in Higher Education (12) 2019.....	156
Journal of Higher Education, The (90) 2019.....	167
Journal of Higher Education Policy and Management (41) 2019.....	180
Journal of Research in International Education (18) 2019.....	195
Journal of Studies in International Education (23) 2019.....	204
Minerva (57) 2019.....	215
Organization Studies (40) 2019.....	225
Perspectives. Policy and Practice in Higher Education (23) 2019.....	255
Policy Reviews in Higher Education (3) 2019.....	263
Quality in Higher Education (25) 2019.....	267
Research Evaluation (28) 2019	274
Research in Higher Education (60) 2019.....	289
Review of Higher Education, The (42/43) 2019.....	306
Sociology of Education (92) 2019.....	336
Studies in Higher Education (44) 2019.....	343
Tertiary Education and Management (25) 2019.....	397
ZeHf – Zeitschrift für empirische Hochschulforschung (3) 2019.....	405

INCHER-Kassel: Higher Education Research – A Compilation of Journals and Abstracts 2019

The *Compilation of Journals and Abstracts 2019* contains 27 pertinent, mainly international academic journals from the interdisciplinary field of higher education research. The collection ranges from decidedly higher education research to sociological, organizational, labor-market-focused, theoretical and empirical contributions to higher education research. The selection is provided by the Library and Research Information Services at INCHER-Kassel, University of Kassel, recommended as information and research tool.

Dataset

The full dataset is provided as an open access document for further processing and evaluation via Zenodo, DOI: [10.5281/zenodo.4244370](https://doi.org/10.5281/zenodo.4244370). Datasets of former and further issues of the *Compilation* will be announced gradually at INCHER's [RIS-Documents](#).

Guideline

The journals are listed in alphabetical order. General webpages and internet presence are linked on the first page of each journal, as well as electronic access options in Germany. The linked "access options via EZB" redirect to the specific Germany-wide journal entry in Elektronische Zeitschriftenbibliothek (EZB). For all users electronic and print access options are provided. Users registered in an institutional network will be able to access all electronic content provided by their specific institutional licenses directly, e.g.:

The screenshot displays the EZB website interface. At the top, there is a header with the EZB logo, the text 'Electronic Journals Library Kassel University Library', and the 'UNIKASSEL BIBLIOTHEK' logo. Below the header, a search bar is visible with the text 'Journal' and a 'search' button. A sidebar on the left contains navigation links: 'Journals', 'Journal Search', 'List by Subject', 'List by Title', 'List of new EZB journals', 'Institution', 'Contact Person', 'Suggest a Journal', 'Choose Institution', 'Information & Service', 'About the EZB', 'EZB Help', and 'EZB Services'. The main content area shows the entry for 'Higher Education' journal. It includes a 'HYBRID' logo and the title 'Higher Education'. Below this, there is a section 'Online Availability: Fulltexts available' with three entries: 'To the fulltexts: Übergangsvereinbarung DEAL : Vol. 33, Iss. 1 (1997) - 1', 'To the fulltexts: Vol. 33 (1997) - 1', and 'To the fulltexts: Nationallizenz : Vol. 1 (1972) - Vol. 44 (2002) (funded by the eZB) 1 (funded by the eZB)'. A 'Provided by:' section lists 'Kassel University Library' and 'The full texts are free for the staff and students of Kassel University (from within the Campus network); for access restrictions see the Readme Terms of use'. A 'Printversion available too?' section is also present. Below this, a 'General information on the online edition:' section provides details: Title: Higher Education; Aktuelle Artikel: Newsfeed; Publisher: Springer Science+Business Media B.V. (formerly Kluwer Academic Publishers); Subject(s): Nature of Science, Research, Systems of Higher Education, Museum science; Keyword(s): Höheres Bildungswesen | Hochschule; E-ISSN(s): 1573-174X; P-ISSN(s): 0018-1560; ZDB-Number: 2015566-9; Fulltext online since: Jg. 1, H. 1 (1972); Homepage(s): http://link.springer.com/journal/10734; Type of appearance: Fulltext, online and print; Pricetype: free of charge in conjunction with print subscription; Pricetype annotation: free of charge with print subscription (campus wide license). At the bottom, there is a footer with logos for 'University Library of Regensburg', 'DFG', and 'University of Kassel', and a copyright notice: '© University Library of Regensburg | Legal Notice | Privacy | IP address of the accessing computer: 141.51.86.147'.

Each journal's contents are – as far as applicable - sorted by *Editorials, Original Articles, Reviews* and *Specials* (Errata, Corrigenda, Retractions, Thought Pieces, Thesis Abstracts etc.) Within these sections, corresponding articles are sorted by author in alphabetical order, including full bibliography, Digital Object Identifier (DOI) and abstract (adopted from publisher).

Comments and suggestions for improvements for further editions of the *Compilation* are most welcome. Please contact: library@incher.uni-kassel.de

Example of the structure of records (as explained above):



Higher Education (77) 2019

General Internet Presence
(as of July 2020)




<http://link.springer.com/journal/10734>

Journal Title, Volume, Year

[license required | [DEAL 2020](#) | access options via [EZB](#)]

Original Articles



Link to Germany-wide
Institutional Access
Options

Ababneh, Khaldoun I.; Hackett, Rick D. (2019):

The direct and indirect impacts of job characteristics on faculty organizational citizenship behavior in the United Arab Emirates (UAE).

In: *Higher Education* 77 (1), S. 19–36. DOI: 10.1007/s10734-018-0252-3.

Abstract:

We examine the relationships between job characteristics (job autonomy, skill variety, role conflict), work-related attitudes (job satisfaction, organizational commitment, trust in the employer), and organizational citizenship behaviors (civic virtue and altruism) among faculty at UAE-based universities. Data were obtained from 249 participants at 26 universities. Path analysis revealed, as predicted, that job autonomy, skill variety, and role conflict impact faculty job satisfaction, organizational commitment, and trust. Also, when job satisfaction, organizational commitment, and trust were examined simultaneously as mediators of the job characteristics-citizenship relationship, only organizational commitment was significant. Job autonomy had both direct and indirect effects on civic virtue, but only an indirect effect on altruism. Skill variety had direct and indirect effects on both civic virtue and altruism; whereas, role conflict had only indirect effects on these outcomes. The practical and theoretical implications of these findings are discussed and directions for future research are offered.

How to browse and search the document

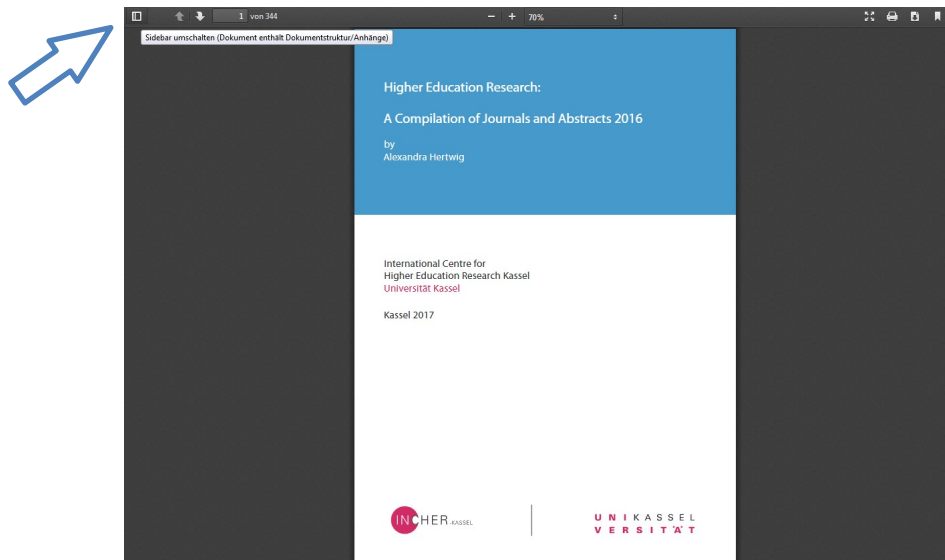
The contents provide the full list of the 27 journals included in the *Compilation*. Skip to a journal by clicking on the title.

OR

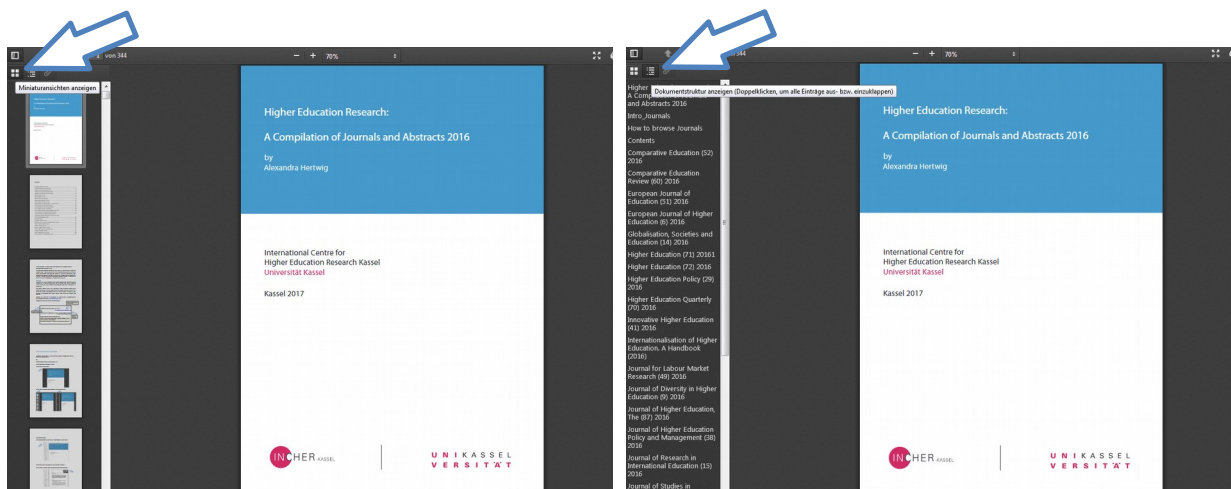
Use the bookmark function to see the journal titles:

View in Web-Browser (here Mozilla Firefox):

Tick the sidebar icon on the left:

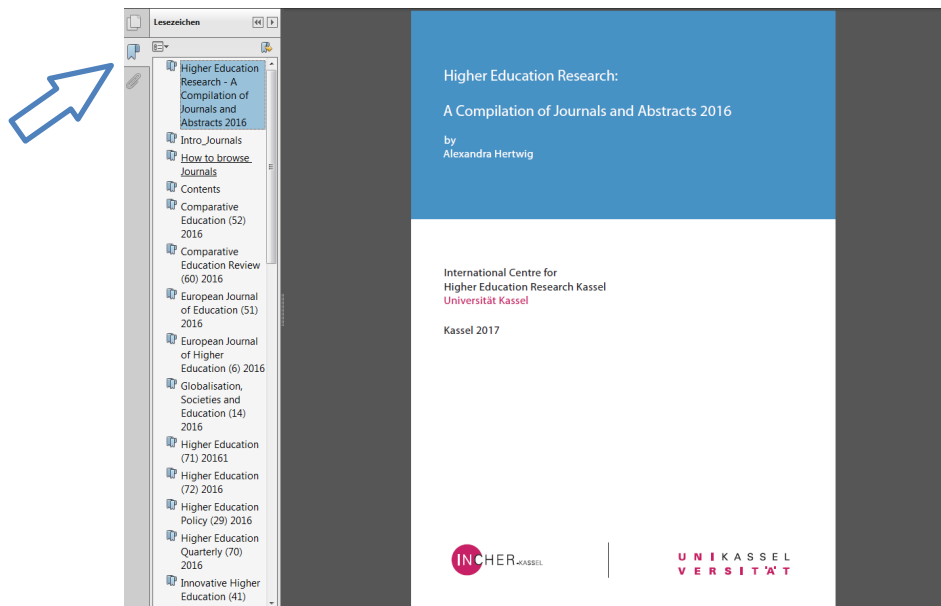


Switch sidebar from page view to document structure, choose journal:



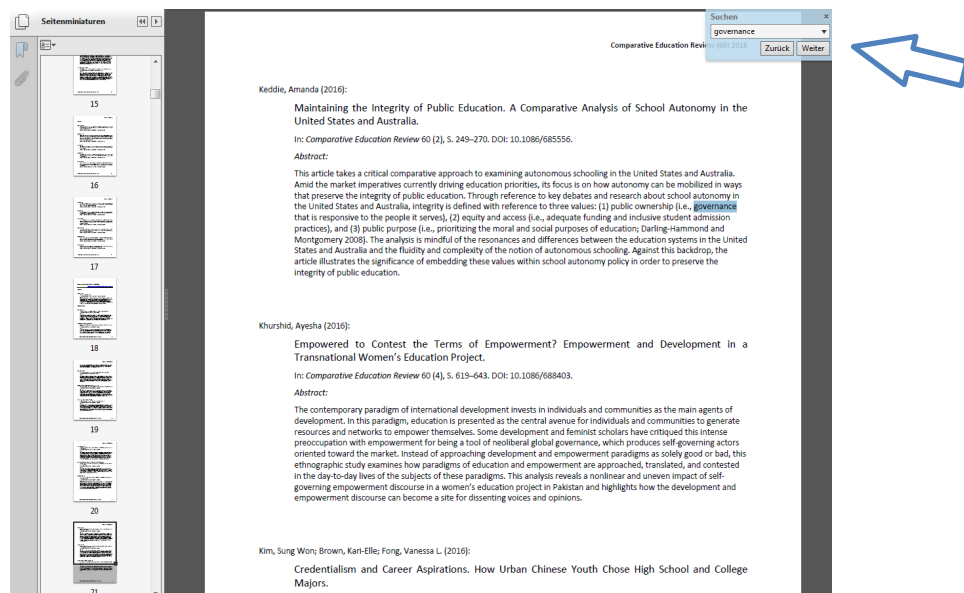
View in Adobe Acrobat:

Tick the blue bookmark icon on the left to view bookmarks, choose journal



Use the search tool to find relevant articles on one topic, author etc.

Press Ctrl/Strg + F. Search field will pop up on the right. Type search term.



Editorials

Alexiadou, Nafsika; Helgøy, Ingrid; Homme, Anne (2019):

Lost in transition – policies to reduce early school leaving and encourage further studying in Europe.

[Introduction]. In: *Comparative Education* 55 (3), S. 297–307. DOI: 10.1080/03050068.2019.1619327.

Abstract:

Introduction to the Special Issue "Education transitions. Shared challenges and differing policies across Europe"

Phillips, David (2019):

Editorial.

[Editorial]. In: *Comparative Education* 55 (4), S. 443. DOI: 10.1080/03050068.2019.1657325.

Schweisfurth, Michele; Elliott, Julian (2019):

When 'best practice' meets the pedagogical nexus. Recontextualisation, reframing and resilience.

[Editorial]. In: *Comparative Education* 55 (1), S. 1–8. DOI: 10.1080/03050068.2018.1544801.

Original Articles

Alexiadou, Nafsika (2019):

Framing education policies and transitions of Roma students in Europe.

In: *Comparative Education* 55 (3), S. 422–442. DOI: 10.1080/03050068.2019.1619334.

Abstract:

The aim of this article is to identify the contexts and conditions that allow for successful education transitions and opportunities for the Roma minority in Europe. Thus far, transnational and national policies have failed to ensure Roma inclusion and education equality, even though some progress is visible. Using a combination of policy analysis and interviews with NGO and European Union actors, University academics and Roma students, the article examines the key contexts that frame education policies and create the necessary conditions for education transitions. It identifies the problems and challenges within the contemporary EU education policy frameworks and highlights the tensions between political rhetoric and policy commitments that are visible at national, transnational, and local levels. In addition, through a focus on individual student experiences, the article captures the lived reality of Roma students who have managed their education transitions with success.

Altinyelken, Hülya Kosar; Sözeri, Semiha (2019):

Importing mosque pedagogy from Turkey. An analysis of contextual factors shaping re-contextualisation processes in the Netherlands.

In: *Comparative Education* 55 (1), S. 47–65. DOI: 10.1080/03050068.2018.1541666.

Abstract:

This article explores how mosque pedagogy was imported from Turkey through imams who were appointed to the Netherlands, and textbooks developed and printed in Turkey. Furthermore, this article examines how a range of contextual factors have reshaped the imported pedagogy in mosque classes. The factors identified in the analysis include language policies, the influence of pedagogical practices in mainstream Dutch schools, concerns about student motivation, and in the backdrop of fears of cultural alienation and assimilation in a Western context, the imperative of nurturing an Islamic and Turkish identity among ethnic minority children. This paper is based on a case study in a Turkish mosque in the Netherlands. The findings demonstrate how a myriad of individual, societal, cultural and institutional factors reshaped imported pedagogy. At the same time, this paper highlights how mosque pedagogy is not only an educational matter but increasingly immersed within competing societal and political agendas of two states.

Auld, Euan; Rapple, Jeremy; Morris, Paul (2019):

PISA for Development. How the OECD and World Bank shaped education governance post-2015.

In: *Comparative Education* 55 (2), S. 197–219. DOI: 10.1080/03050068.2018.1538635.

Abstract:

The year 2015 was significant for the arena of international development, as UNESCO's Education for All agenda was replaced by Education 2030, which would identify minimum standards of education quality. The OECD had been working on extending its existing PISA assessment into low- and middle-income countries through PISA for Development (PISA-D) and positioned the new assessment as a means of tracking progress on the post-2015 goals. The organisation maintains that PISA-D was introduced primarily in response to the demands of the international community, especially low- and middle-income countries, and that the assessment was developed in partnership with them. This paper investigates those claims through an analysis of the arrival of PISA-D in Cambodia, situating the analysis within UNESCO's shifting agenda and the strategic visions of the OECD and World Bank that first emerged in the 1990s. The result is a very different picture to the portrayals of local agency, demand, consensus and partnership that adorn the official websites and pamphlets of global agencies and much academic research, raising serious doubts about education governance post-2015.

Brinkmann, Suzana (2019):

Teachers' beliefs and educational reform in India. From 'learner-centred' to 'learning-centred' education.

In: *Comparative Education* 55 (1), S. 9–29. DOI: 10.1080/03050068.2018.1541661.

Abstract:

The challenges faced by learner-centred education (LCE) reforms in developing countries may be partly explained by their failure to engage with the culturally shaped beliefs in which teachers' practice is rooted. Drawing from a mixed methods study of 60 government primary teachers in India, this research points to cultural tensions faced by LCE reforms in India. Although India's own Constitutional values and pedagogical reform movements support LCE's ideals, many teachers' beliefs are shaped by dominant ideologies that contradict LCE's assumptions. Imposing a predetermined, 'Western' model of LCE practice will inevitably face challenges if not supported by teachers' underlying beliefs – and in fact contradicts LCE's own ideals of empowering teacher agency. Instead, the paper argues for pedagogical reforms to focus less on a predesigned model of learner-centred practice and more on its underlying beliefs: by seeking to instil culturally relevant learning-centred beliefs, and involving teachers themselves in determining what learning-centred practice might look like within their context.

Britton, Alan; Schweisfurth, Michele; Slade, Bonnie (2019):

Of myths and monitoring. Learner-centred education as a political project in Scotland.

In: *Comparative Education* 55 (1), S. 30–46. DOI: 10.1080/03050068.2018.1541667.

Abstract:

Prevalent constructions of best practice at the global level include learner-centred education as an emancipatory and holistic approach across the life course. However, competing discourses of standardisation and preparation for the workforce are also at play. As a small state constructing an image and role for itself on a global stage, Scotland draws aspirationally on learner-centredness in its current Curriculum for Excellence governing education in schools, and in the Statement of Ambition for Adult Education, aligning it with apparently indigenous ideas of good practice in education while distancing it from prevalent patterns in neighbouring England. However, in operationalising these, competing agendas and versions of best practice interrupt these policy narratives and prove difficult to resist. Using a combination of document analysis, observations of consultation processes, and interviews with policy actors, this article explores these tensions in policy content and process.

Elliott, Julian; Stankov, Lazar; Lee, Jihyun; Beckmann, Jens F. (2019):

What did PISA and TIMSS ever do for us? The potential of large scale datasets for understanding and improving educational practice.

In: *Comparative Education* 55 (1), S. 133–155. DOI: 10.1080/03050068.2018.1545386.

Abstract:

There appears to be something of an intellectual and philosophical gulf between education researchers who seek insights from statistical analyses of complex data-sets such as those provided by the OECD (PISA), and others who seek to develop rich, contextualised socio-historical understandings that can shed light upon why particular classroom practices operate and are sustained within a given milieu. This paper outlines these different perspectives, with particular reference to non-cognitive factors. Detailed analysis of the roots of high academic achievement, and associated challenges to student wellbeing, in many East Asian countries, is provided. The important influence of broad political and societal factors is highlighted by reference to cross-cultural differences across a large number of countries. The paper concludes by stating that while data from large datasets can assist in gaining greater understanding of cross-cultural differences, to be meaningful, such analyses should be incorporated within complex ecosystemic accounts.

Faas, Daniel; Darmody, Merike; Foley, Holly (2019):

Post-school transitions in Ireland. A case study of Russian-speaking students.

In: *Comparative Education* 55 (3), S. 326–346. DOI: 10.1080/03050068.2019.1619329.

Abstract:

This article examines the post-school pathways of Russian-speaking students in Ireland after completing secondary education; the importance of personal and institutional factors in shaping their transition process, and the role of parents and schools in achieving the post-school goals. The article draws on the qualitative exploratory study of 14 Russian-speaking migrant-origin students, to see how this group progresses beyond secondary schooling in the Irish education system. The study found that all participants had high educational aspirations. Most students achieved their desired first-choice post-school pathway, despite coming from a different linguistic and cultural background. The article points to a range of factors, which affect the post-school transition of migrant young people. The findings are discussed in light of Ireland's liberal welfare state model with neo-liberal tendencies where those in positions of power can buy into the advantages of the more neo-liberal side of the regime.

Goren, Heela; Maxwell, Claire; Yemini, Miri (2019):

Israeli teachers make sense of global citizenship education in a divided society-religion, marginalisation and economic globalisation.

In: *Comparative Education* 55 (2), S. 243–263. DOI: 10.1080/03050068.2018.1541660.

Abstract:

Global citizenship education (GCE) has recently been promoted by national education systems and supranational organisations as a means for facilitating social cohesion and peace education. We examined the perceptions of GCE held by teachers from the three main education sectors in Israel: secular-Jewish, religious-Jewish, and Palestinian Arab, and found stark differences in the way teachers from each sector interpreted the term. For marginalised groups (Palestinian Arab), GCE is seen as offering a way of securing a sense of belonging to a global society. For already well-resourced social groups (Jewish secular), GCE is viewed as a way of promoting global futures. Meanwhile, for the Jewish religious minority in Israel, GCE is seen as a threat to national identity and religious values. Our findings cast doubt on the unifying potential of GCE, and we conclude by calling upon scholars and policymakers to examine unique obstacles facing GCE in their various contexts.

Grigorenko, Elena L. (2019):

Creativity. A challenge for contemporary education.

In: *Comparative Education* 55 (1), S. 116–132. DOI: 10.1080/03050068.2018.1541665.

Abstract:

In this essay, I comment on the objective of cultivating creativity in general and in schools in particular. I start by tracing the historical origin of this objective, then discuss a select set of relevant issues, including what can be considered the best practices for achieving this. I conclude by contemplating the potential for globalisation of this objective, and the portability of general pedagogies and specific approaches to cultivating creativity between different educational systems.

Grimaldi, Emiliano; Landri, Paolo (2019):

Tackling early school leaving and the governing of educational transitions in Italy.

In: *Comparative Education* 55 (3), S. 386–403. DOI: 10.1080/03050068.2019.1619332.

Abstract:

This article presents a critical policy historiography of how Early School Leaving has been understood as a social problem and what policy responses have been enacted to tackle it in the Italian context, devoting a specific attention to the analysis of the translation of EU policy ideas, tools and recipes to reduce ESL. It shows how the formulation of a global and integrated national strategy to tackle ESL in Italy in 2018 can be interpreted as the result of a troubled process of re-culturing. Such a reculturing is the effect of the complex interplay between the legacies of the Italian welfare regime in education and the co-option of the ESL issue within a EU political frame that struggles to combine economic rationalism and social justice. Such a struggle is interpreted as contributing to a profound rethinking of education and its mission.

Hayes, Aneta; Al'Abri, Khalaf Marhoun (2019):

Regional solidarity undermined? Higher education developments in the Arabian gulf, economy and time.

In: *Comparative Education* 55 (2), S. 157–174. DOI: 10.1080/03050068.2018.1504884.

Abstract:

The paper theorises fragility of regional solidarities in light of the emerging ways in which two Arabian Gulf states, Bahrain and Oman, are undertaking their transition to a knowledge economy. The paper shows ways in which regional symbolic solidarity goals of common economic and educational development in the Gulf region are challenged by locally focussed

priorities at the level of each nation state. These findings carry important theoretical implications as the time of transition to a knowledge economy seems to drive readjustments in thinking about what the 'Gulf-wide unity is for', prompting its repositioning from an alliance established to protect and facilitate regional development to a means supporting local ends. The paper therefore challenges the spatial focus in some theoretical frameworks used in analyses of the sociology of regional solidarities and calls for the need of temporal lenses in such analyses.

Helgøy, Ingrid; Homme, Anne; Lundahl, Lisbeth; Rönnerberg, Linda (2019):

Combating low completion rates in Nordic welfare states. Policy design in Norway and Sweden.

In: *Comparative Education* 55 (3), S. 308–325. DOI: 10.1080/03050068.2019.1619328.

Abstract:

Low completion rate in upper secondary education is seen as a big problem in the Nordic countries. School failure has shown to dramatically increase the risks for unemployment and labour market exclusion with severe consequences for both society and the young person. This paper analyses national policy measures to combat low upper secondary education completion rates in Norway and Sweden, often regarded as representing a social democratic welfare model and a universalistic transition regime. The analysis demonstrates that although this issue has received extensive political attention, the two countries display somewhat different policy designs. The Norwegian approach is proactive and targeted while the Swedish policy is more general and directed towards reforming organisational structures in upper-secondary education. In sum, our analysis demonstrates that national governance structures shape and influence policy design in the context of an increasingly diversified Nordic social democratic welfare state regime.

Johansson, Stefan; Strietholt, Rolf (2019):

Globalised student achievement? A longitudinal and cross-country analysis of convergence in mathematics performance.

In: *Comparative Education* 55 (4), S. 536–556. DOI: 10.1080/03050068.2019.1657711.

Abstract:

With the aid of longitudinal country-level data from five IEA TIMSS assessments (1995–2011), the current study addresses the issue of the globalisation of curricula and achievement. To explore the hypothesis of global convergence, we study performance in four subdomains of mathematics. Using regression with fixed effects for countries, we consider whether the variation of subdomain scores decreases globally over time. Additionally, we explore qualitative differences in performance profiles using latent class analysis. Our results provide little evidence for a global harmonisation of student achievement. Rather, for regions with a similar language and culture, we observe similar strengths and weaknesses in mathematics content areas. Furthermore, these patterns remain stable over time. Directions for future research include the exploration of global trends in aspects of attained curricula for other subjects, and the use of information on school achievement.

Miedema, Esther (2019):

'Culturespeak' is everywhere. An analysis of culturalist narratives in approaches to sexuality education in Mozambique.

In: *Comparative Education* 55 (2), S. 220–242. DOI: 10.1080/03050068.2018.1541658.

Abstract:

Building on postcolonial feminist scholars and critical anthropological work, this paper analyses the frequent deployment of the notion of 'culture' by decision-makers, educators, international agency staff and young people in the design, delivery and uptake of sexuality and HIV prevention education in Mozambique. The paper presents qualitative data gathered in Maputo, Mozambique to highlight the essentialising nature of culturalist assumptions underpinning in-school sexuality education. I argue that conceptions of 'traditional' and 'modern' culture are deployed to explain the epidemic, both of which spectacularise and decontextualise phenomena and practices, and perpetuate the western trope of the Third World Woman. The paper concludes by arguing that a singular emphasis on 'culture' – in its various guises – diverts attention

from structural causes of young Mozambican women and men's vulnerability to HIV and AIDS, and crucially, rather than problematise gender relationships, reifies and solidifies these. Thus, while sexuality and HIV prevention education cannot be understood or delivered independently of the cultural context in which it is situated, a more nuanced conception of culture is required – that is, one that is attentive to questions of power and specifically, who is in a position to make meanings 'stick'.

Moon, Rennie J.; Shin, Gi-Wook (2019):

International student networks as transnational social capital. Illustrations from Japan.

In: *Comparative Education* 55 (4), S. 557–574. DOI: 10.1080/03050068.2019.1601919.

Abstract:

This paper examines how social isolation in a non-Anglophone context where English is not the main language of instruction for local students but is for international students, has unintended consequences for social capital formation among the latter. What factors influence international student network formation in such places where linguistic barriers are institutionalised and what are their consequences not only during college but beyond, in shaping students' career plans? Using qualitative interview data with 67 international (originating from Asian countries) and domestic students in Japanese universities, we find that such institutional barriers negatively promote greater isolation of international students but positively encourage the formation of diverse multinational ties – a process through which international students gain ideas, confidence and direction regarding their post-graduation career plans to work transnationally.

Murphy, Susan; Shilla, Dativa; Chua, Consolata; Raphael, Christina; O'Rourke, Niamh; Middlehurst-Schwartz, Molly (2019):

Unravelling the gender bind, uncovering the heterogeneity of domination.

In: *Comparative Education* 55 (2), S. 264–280. DOI: 10.1080/03050068.2018.1543378.

Abstract:

Gender norms and learned practices of student teachers can influence their performance in practice, either fixing or challenging, gendered social norms and expectations. This paper shares the findings of a multi-year mixed-methods research project that explored the understandings of gender norms and experiences of students and staff within a large teacher-training college in Tanzania. Data was collected to inform a wider gender mainstreaming initiative across the institution. Using a blend of quantitative and qualitative methods, the findings identified a strict and rigid gender binary which seemed to inform attitudes and practices of teaching and learning. Furthermore, it uncovered heterogeneous forms of gendered domination that were experienced by staff and pupils within the institution. The findings suggest that stand-alone 'female only' gender mainstreaming strategies may not be sufficient to achieve a gender equitable environment within the institution. Rather, it suggests that a whole-of-community approach is necessary to unravel deep-rooted biases and to tackle diverse forms of domination that affect different members of the college community in different ways. Such findings are particularly important in light of the epistemic power that is conferred on teacher-graduates and that is transferred through teaching practices to communities across Tanzania.

Naveed, Arif; Arnot, Madeleine (2019):

Exploring educational and social inequality through the polyphonic voices of the poor. A habitus listening guide for the analysis of family-schooling relations.

In: *Comparative Education* 55 (2), S. 175–196. DOI: 10.1080/03050068.2018.1535644.

Abstract:

The aim of this methodological article is to contribute a new form of qualitative data analysis that is relevant for the comparative study of family cultures and schooling. We describe the development of our Habitus Listening Guide linking Bourdieu's theory of social reproduction to critical narrative theory. The interpretative tool outlines (a) social-structural (b) horizontal intergenerational (c) vertical gender and (d) mythic-ritual listenings which can be used to explore the engagement of youth and their families with schooling. Such listenings reveal the dispositional positioning of schooling in family values and the complex structural and human relational effects of schooling on family members' livelihood and

wellbeing. It offers the possibility of comparing families in terms of their gendered and generational relations and the ways in which religious and mythic-ritual discourses legitimate their aspirations in the context of changing communities. The Guide offers a way of accessing and comparing subjective micro level experiences of social inequality and the contribution that schooling plays, or is expected to play, in relation to individual and/or family social mobility.

Nguyen-Phuong-Mai, Mai (2019):

Culturally appropriate face strategies in cooperative learning with insight from cultural neuroscience.

In: *Comparative Education* 55 (1), S. 66–96. DOI: 10.1080/03050068.2018.1541664.

Abstract:

Face, understood as public image, exerts critical influence on interpersonal communication. Incorporating insight from cultural neuroscience, a number of potential mismatches with regard to facework are revealed when methodologies originated from the West are applied in a different context. This paper examines culturally appropriate face strategies in cooperative learning among Vietnamese learners. Our results show that discussion outcomes increase when self-face and other-face are confirmed and group-face is mildly confronted in form of intergroup competition. The paper indicates that educational methods underpinned by fundamental psychological assumptions based on Western values should be adjusted to be culturally appropriate for contexts in which it is applied.

Park, Daekwon (2019):

Researching private supplementary tutoring: methodological lessons from diverse cultures, edited by Mark Bray, Ora Kwo, and Boris Jokić, Comparative Education Research Centre (CERC) and Springer, 2015, 292 pp. (Paperback), HK\$250(local), US\$38 (overseas), ISBN 978-988-14241-3-6.

[Review]. In: *Comparative Education* 55 (4), S. 581–583. DOI: 10.1080/03050068.2019.1646551.

Parreira do Amaral, Marcelo; Zelinka, Jozef (2019):

Lifelong learning policies shaping the life courses of young adults. An interpretative analysis of orientations, objectives and solutions.

In: *Comparative Education* 55 (3), S. 404–421. DOI: 10.1080/03050068.2019.1619333.

Abstract:

In the following article, we share our findings from the comparative analyses of 54 lifelong learning policy measures implemented in nine European countries, with a particular focus on their orientations, objectives, and solutions devised. Informed by the theoretical framework of Interpretive Policy Analysis (IPA), we have further reasoned on the impacts and unintended effects on young adults' life course transitions, especially those in vulnerable positions, as well as on the hidden ambivalences and incompatibilities in the objectives and orientations of lifelong learning policies. The article provides, first, a brief discussion of the conceptual and methodological choices made. Second, it gives an overview of the design and data basis of our research. In the third section, we present and discuss the central findings from our interpretive analyses, and we finally conclude with a discussion on current trends in lifelong learning policymaking and on their impact on young adults' transitions.

Peppin Vaughan, Rosie (2019):

Global campaigns for girls' and women's education, 2000–2017. Insights from transnational social movement theory.

In: *Comparative Education* 55 (4), S. 494–516. DOI: 10.1080/03050068.2019.1657701.

Abstract:

Recent decades have witnessed a growing number of global campaigns on girls' and women's education, including major global policy initiatives such as the MDGs and the SDGs. While scholars have critically analysed the conceptualisations of gender, equality and development in such campaigns, and their significance for national level policy and practice, less has been written about why and how girls' education came to be such a high profile feature of international policy frameworks. This paper draws on perspectives from transnational social movement theory, which has been used by gender scholars to explore the activities and significance of non-governmental organisations for agenda-setting at the global level. In this paper these perspectives are applied to the field of global education policy, through an analysis of evidence from international conferences, data on aid flows and interviews with key policy actors, to explore the factors behind rise of the global agenda on gender equality in education. In doing so, it suggests that the current dominant framing around girls' education, access and quality, may be explained by the relatively weak involvement of non-governmental women's groups in proportion to the strong involvement of multilaterals, bilateral agencies, national governments and more recently, private sector organisations.

Silova, Iveta (2019):

Toward a Wonderland of comparative education.

In: *Comparative Education* 55 (4), S. 444–472. DOI: 10.1080/03050068.2019.1657699.

Abstract:

The publication of Noah & Eckstein's *Toward a Science of Comparative Education* (1969, Macmillan, NY) marked the beginning of an increasingly narrow research trajectory in comparative education, claiming a universality for Western knowledge and privileging scientific rationality in research. Juxtaposing the 'science' to Lewis Carroll's 'Alice in Wonderland', such comparative education relegated more-than-human worlds and spiritual domains of learning – and being – to our collective pasts, personal childhood memories, or imaginations. How can we reorient and attune ourselves toward a Wonder(land), rather than a Science of comparative education exclusively, opening spaces for multiple ways of making sense of the world, and multiple ways of being? How can we reanimate our capacity to engage with a more-than-human world? Based on the analysis of children's literature and textbooks published during various historical periods in Latvia, this article follows the white rabbit to reexamine taken-for-granted dichotomies – nature and culture, time and space, self and other – by bringing the 'pagan' worldviews or nature-centred spiritualities more clearly into focus, while reimagining education and childhood beyond the Western horizon.

Skårås, Merethe (2019):

Constructing a national narrative in civil war. History teaching and national unity in South Sudan.

In: *Comparative Education* 55 (4), S. 517–535. DOI: 10.1080/03050068.2019.1634873.

Abstract:

This article analyses history teaching in South Sudanese secondary schools and focuses on the interplay of local context, curricular intentions, and teachers' agency. Drawing on ethnographic data, the article focuses on how the main objectives of national unity and critical thinking are enacted by teachers in the classroom. Through theories of history teaching and learning in divided societies, I explore how teachers teach the recent violent past and how they navigate and mediate 'invisible' tensions among opposing truths in the classroom. Foregrounding the context of civil war, the article illustrates how narratives of current and previous civil wars in the country limit teachers' ability to fulfil the goals of the syllabus. Despite the role of teachers as key mediators for a peaceful classroom, the context of war limits the ideological space for them to promote a culture of peace among students in the classroom.

van Zanten, Agnès (2019):

Neo-liberal influences in a 'conservative' regime. The role of institutions, family strategies, and market devices in transition to higher education in France.

In: *Comparative Education* 55 (3), S. 347–366. DOI: 10.1080/03050068.2019.1619330.

Abstract:

This article focuses on the interplay between institutional arrangements, family strategies, and market devices in the transition to higher education (HE) in France with a view to documenting both persistent features of the French 'conservative' educational regime and recent changes, in particular those related to neo-liberal influences. Using a theoretical model inspired by research on welfare regimes and integrating key elements of the sociology of networks, institutions, and markets, as well as data from a comprehensive qualitative study, the article focuses on three main topics: the impact of both institutional stratification and family choices on segregation and channelling into HE; the framing of students' choices generated by impersonal policy instruments and personal human guidance; the role of private providers and agencies, as well as the devices they use to influence students' transition to HE. The conclusion emphasises the impact of these different processes on the perpetuation of educational inequalities.

You, Yun (2019):

The seeming 'round trip' of learner-centred education. A 'best practice' derived from China's New Curriculum Reform?

In: *Comparative Education* 55 (1), S. 97–115. DOI: 10.1080/03050068.2018.1541662.

Abstract:

Inspired by the 'advanced' Western experience, China has implemented the New Curriculum Reform promoting learner-centred education since 2001. The OECD has identified this reform as a key feature contributing to Shanghai's 'PISA success', worthy in turn of re-imitation by the West. Drawing upon official documents and interview data, this article shows that learner-centred education has been well accepted in rhetoric, which has led to more time being given to pupil activities. However, in reality, teaching and learning practices have continued to reflect what Confucian scholars have persistently advocated. Moreover, this article illustrates that the 'round trip' of learner-centred education between the East and the West has only taken place on the surface. The Chinese government has relied on the transformed Western concept for policy legitimacy, while international policy agencies have nevertheless deployed the case of China as an ideal exemplar to justify this Western concept as a global 'best practice'.

Zambeta, Evie (2019):

Technologies of governance and education welfare. Monitoring education transitions in Greece.

In: *Comparative Education* 55 (3), S. 367–385. DOI: 10.1080/03050068.2019.1619331.

Abstract:

The aim of this article is to explore the ways educational transitions, i.e. student dropout and early school leaving (ESL), are understood and governed in the contemporary Greek sociopolitical context that is dominated by a persistent economic crisis. Drawing upon the residual nature of the Greek welfare state the paper examines the shifts in the dominant discourses referring to ESL. Furthermore, it attempts to understand the configurations of educational attainment as well as the significance of monitoring technologies such as those of comparative statistics, especially in the context of European governance. It is argued that education transitions are multifaceted phenomena and act as sensors of socio-economic and cultural diversity in each national setting. While EU governance shifts from sophisticated technologies to direct unreserved control, compliance with the rules is a manifestation of political realism on the part of the Greek state, but at the same time a representation of the never accomplished European political integration.

Zapp, Mike; Ramirez, Francisco O. (2019):

Beyond internationalisation and isomorphism. The construction of a global higher education regime.

In: *Comparative Education* 55 (4), S. 473–493. DOI: 10.1080/03050068.2019.1638103.

Abstract:

National higher education systems are undergoing profound changes, discussed in many but unrelated studies as outcomes of internationalisation dynamics and institutional isomorphism pressures. We propose to link these studies by emphasising the influence of both internationalisation and isomorphism on the formation of a global educational regime. Through a

broad range of indicators, we describe the growth of the discursive, normative, and regulatory dimensions of such a global higher education regime. We find evidence of the following developments: (1) a rapidly growing network of international organisations focused on conferences, initiatives, and programmes supporting a global higher education agenda; (2) a striking increase in the number of international and national accreditation agencies, their mutual cross-national recognition as well as the number of universities that are nationally and internationally accredited; and lastly, (3) parallel increases in regional qualification frameworks and in the implementation of national qualification frameworks. These developments create integration pressures manifest in the mutual recognition of higher education degrees, for which a new generation of regional conventions has emerged worldwide in the past two decades. We discuss these processes and their implications for understanding 'national' higher education as well as the threats and limits to the burgeoning higher education regime.

Reviews

Abdellatif, Khalaf Mohamed (2019):

Researching ethically across cultures: Issues of knowledge, power and voice, edited by Anna Robinson-Pant and Nidhi Singal, London, UK, Routledge, 2018, xii +130 pp., £36.99 (paperback), ISBN 978-1-138-39204-5.

[Review]. In: *Comparative Education* 55 (4), S. 579–581. DOI: 10.1080/03050068.2019.1646550.

Bamberger, Annette (2019):

Educational equality and international students: justice across borders? by Stuart Tannock, Palgrave Macmillan, 2018, Cham, £79.00, 234 pp., ISBN: 978-3-319-76380-4.

[Review]. In: *Comparative Education* 55 (2), S. 290–292. DOI: 10.1080/03050068.2019.1574448.

Dale, Roger (2019):

The world yearbook of education 2018. Uneven space-times of education: historical sociologies of concepts, methods and practices, edited by Julie McLeod, Noah W. Sobe and Terri Seddon, Routledge, 2018, 262 pp., £115.00 (hardcover), ISBN: 9781138230484.

[Review]. In: *Comparative Education* 55 (2), S. 283–285. DOI: 10.1080/03050068.2019.1585638.

Dusdal, Jennifer (2019):

Higher education in Germany – Recent developments in an international perspective, by Otto Hüther and Georg Krücken, Cham, Springer Nature, 2018, 263 pp., 41 illustrations, €89.99 | £79.00 (Hardcover), ISBN: 978-3-319-61479-3.

[Review]. In: *Comparative Education* 55 (2), S. 292–294. DOI: 10.1080/03050068.2019.1575023.

Henkel, Mary (2019):

Democrats, authoritarians and the Bologna Process: Universities in Germany, Russia, England and Wales, by Judith Marquand, Emerald Publishing Ltd., Bingley, UK, 2018, 232 pp., £60 (Hardcover), ISBN: 978-1-78743-466-0.

[Review]. In: *Comparative Education* 55 (2), S. 286–287. DOI: 10.1080/03050068.2019.1583929.

Unterhalter, Elaine (2019):

Higher Education and the Common Good, edited by Simon Marginson, MUP Academic, Melbourne, 2016, 300 pp., \$49.99 (paperback), ISBN: 9780522871098.

[Review]. In: *Comparative Education* 55 (2), S. 294–296. DOI: 10.1080/03050068.2019.1589775.

Williams, Penelope (2019):

The World We'll Leave Behind: Grasping the Sustainability Challenge, by William Scott and Paul Vare, Abingdon, Oxon; New York, NY: Routledge, 2018, 242 pp., £30.99 (paperback), ISBN: 9781783537730.

[Review]. In: *Comparative Education* 55 (4), S. 575–576. DOI: 10.1080/03050068.2019.1645987.

Yemini, Miri (2019):

Elite education and internationalisation: from the early years to higher education, edited by C. Maxwell, U. Deppe, H. H. Krüger, W. Helsper, Palgrave Mac Millan, 2018, Cham, £88.00, ISBN: 10: 3319599658.

[Review]. In: *Comparative Education* 55 (2), S. 289–290. DOI: 10.1080/03050068.2019.1575025.

Yemini, Miri (2019):

Re-configuring post-socialism. Methodologies, theories, and reflections // Comparing post-socialist transformations: purposes, policies, and practices in education, edited by M. Chankeliani, & I. Silova, Oxford, Symposium Books, 2018, 206pp., £38.00, ISBN: 1910744034. // Reimagining Utopias: theory and method for educational research in post-socialist contexts, edited by I. Silova, N. W. Sobe, A. Korzh, & S. Kovalchuk, Rotterdam, Sense Publishers, 2017, 327 pp., £33.86, ISBN: 9789463510103.

[Review]. In: *Comparative Education* 55 (4), S. 576–579. DOI: 10.1080/03050068.2019.1645988.

Yonezawa, Akiyoshi (2019):

Global education policy and international development: new agendas, issues and policies, edited by Antoni Verger, Hulya K. Altinyelken, Mario Novelli, Bloomsbury, London, 2018, 328 pp., \$33.95 (Paperback), ISBN: 9781474296014.

[Review]. In: *Comparative Education* 55 (2), S. 287–288. DOI: 10.1080/03050068.2019.1574450.

Specials

Crossley, Michael (2019):

Peter Jarvis: 1937–2018.

[Obituary]. In: *Comparative Education* 55 (2), S. 281–282. DOI: 10.1080/03050068.2018.1559561.

Editorials

Nordtveit, Bjorn H. (2019):

Scholarly Publication as Scientific Knowledge Production: Vision of the Editors versus Review by Peers.

[Editorial]. In: *Comparative Education Review* 63 (3), S. 309–314. DOI: 10.1086/704243.

Original Articles

Adely, Fida; Haddad, Angela; Al-Husban, Abdel Hakim; Al-Khoshman, Afaf (2019):

Getting In and Getting Through. Navigating Higher Education in Jordan.

In: *Comparative Education Review* 63 (1), S. 79–97. DOI: 10.1086/701127.

Abstract:

Jordanian families today face an educational edifice significantly changed by privatization, increased costs, and market-driven logics. While some students resist these structures through protests, we highlight the everyday ways in which Jordanians negotiate these changes and try to make the system work for them. Specifically, we analyze the educational experiences of students enrolled at Yarmouk University, one of the oldest public universities in Jordan. Based on the evidence analyzed, we argue that young people are aware of the effects of neoliberal economic policies on higher education and the Jordanian economy, and they actively seek to try and make the system work for them. At times embracing a neoliberal subject position of self-reliance and personal responsibility, they also work tirelessly to circumvent and negotiate a system that limits their educational and professional aspirations.

Boyle, Helen N. (2019):

Registered Medersas in Mali. Effectively Integrating Islamic and Western Educational Epistemologies in Practice.

In: *Comparative Education Review* 63 (2), S. 145–165. DOI: 10.1086/702592.

Abstract:

This article examines government-registered medersas in Mali and suggests that their appeal and expansion are due to their unique and innovative integration of Western and Islamic educational epistemologies (not simply subjects). Registered medersas respond to parental demands for the early introduction of “secular” knowledge, alongside Qur’anic memorization. Secular subjects have not overwhelmed the schools’ focus on spiritual development and discipline, even as they feature more Western organizational features and teaching methods. The value placed on secular subjects by parents signals their newer and expanded views on the purpose of schooling. Further, parents viewed registered medersas as accountable to them in terms of ensuring student learning, both in secular subjects and appropriate Muslim behavior and in ensuring the ability of students to continue their schooling beyond the primary level (and ultimately find productive work). Finally, because of their unique history, the regulatory environment in which registered medersas operate is significantly more autonomous and efficient than regular public schools in Mali.

Brunette, Tracy; Piper, Benjamin; Jordan, Rachel; King, Simon; Nabacwa, Rehemah (2019):

The Impact of Mother Tongue Reading Instruction in Twelve Ugandan Languages and the Role of Language Complexity, Socioeconomic Factors, and Program Implementation.

In: *Comparative Education Review* 63 (4), S. 591–612. DOI: 10.1086/705426.

Abstract:

In Uganda and other low-resource settings, too few children are learning to read in the early grades. In response, countries have embarked on reading reform programs, often with external support. Unfortunately, rigorous evidence of these programs' impact remains limited. This article presents the causal impact on reading outcomes of the US Agency for International Development/School Health and Reading Program (SHRP), a mother tongue reading program that used clustered randomized controlled trials in 12 language communities. The findings suggest that significant reading gains are possible in complex, large-scale mother tongue reading programs, but their magnitude may vary by language. SHRP significantly positively affected literacy achievement in 9 of the 12 languages, an encouraging sign of such interventions' overall potential for impact. Language characteristics, including complexity, were more predictive of impact than implementation fidelity or socioeconomic factors. We recommend that literacy improvement program designs consider language complexity and characteristics, among other factors, to maximize impact.

Buckner, Elizabeth (2019):

The Internationalization of Higher Education. National Interpretations of a Global Model.

In: *Comparative Education Review* 63 (3), S. 315–336. DOI: 10.1086/703794.

Abstract:

Internationalization is a rapidly growing trend among higher education institutions (HEIs) around the world. This article situates internationalization within comparative education by theorizing it as processes of global diffusion and localization. It analyzes survey data from administrators at 1,439 HEIs in 137 countries to understand their interpretations of the benefits of internationalization. Findings show that administrators at HEIs in knowledge-intensive economies, and those in the United States and Anglophone Canada in particular, are more likely to frame benefits in terms of enhancing students' international awareness, while revenue generation is much more likely to be cited in other Anglophone contexts. It argues that in Anglophone North America, higher education is being leveraged to combat histories of parochialism; in knowledge-intensive economies, it is seen as supporting pipelines of skilled labor; and in Anglophone contexts outside of North America, it is framed as an economically valuable export. Understanding where discursive repertoires resonate sheds light on how local actors understand the role of international higher education. The findings point to ways in which an Anglophone context mediates understandings of the benefits of internationalization and also how understandings of internationalization are influenced by nations' positions in larger global contexts.

Cortina, Regina (2019):

“The Passion for What Is Possible” in Comparative and International Education.

In: *Comparative Education Review* 63 (4), S. 463–479. DOI: 10.1086/705411.

Abstract:

This article interrogates the North-South directionality of knowledge production in the field of comparative and international education. Building on theoretical frameworks developed in the South, it describes changes taking place in Latin American countries affirming the cultural, ethnic, and racial diversity and mixture (*mestizaje*) that has long characterized the Americas. It questions Western social science and its dominance over frameworks of analysis to understand Latin American societies and cultures. The article further invites researchers to stop the destruction of Indigenous knowledge that is taking place through imposition of the dominant epistemic regime and encourages instead the development of decolonial thinking and research paradigms that contest North-South hierarchies in knowledge in order to promote equality and justice in local and global communities.

Dowd, Amy Jo; Bartlett, Lesley (2019):

The Need for Speed. Interrogating the Dominance of Oral Reading Fluency in International Reading Efforts.

In: *Comparative Education Review* 63 (2), S. 189–212. DOI: 10.1086/702612.

Abstract:

International education policy makers, donors, and implementers have heavily emphasized correct words per minute (CWPM) to measure reading intervention impact. While fluency integrates accuracy, automaticity, and prosody, the dominant measurement approach measures rate and accuracy within 1 minute, thereby privileging the need for speed. Many practitioners pursue a universal CWPM goal; some tout CWPM as a “proxy” for comprehension. We ask whether CWPM is an appropriate, global reading goal. We review early grade reading debates and the literature regarding fluency and its relationship to comprehension. We use reading assessment data from 11 country sites to investigate the appropriateness of this goal in monolingual and multilingual populations and explore how CWPM and untimed reading accuracy relate to comprehension. We conclude that a global CWPM standard rests upon untenable assumptions: we cannot justify the need for speed. We offer suggestions to develop a more empirically informed, culturally and linguistically sensitive approach to reading improvement.

Dryden-Peterson, Sarah; Reddick, Celia (2019):

“What I Believe Can Rescue That Nation”. Diaspora Working to Transform Education in Fragility and Conflict.

In: *Comparative Education Review* 63 (2), S. 213–235. DOI: 10.1086/702610.

Abstract:

This study examines diaspora’s engagement in education development work in their fragile and conflict-affected countries of origin. Through analysis of 28 in-depth interviews with diaspora from four countries, we discuss diasporas’ motivations to engage, activities of engagement, and factors that enable or constrain it. Our research highlights that diasporas’ education development work seeks to transform conflict dynamics by attending to historical drivers of conflict. We found that diaspora were motivated to engage in education development by a sense of responsibility for communities, known and imagined, including a responsibility to act on the belief that education could transform fragility and conflict. Diaspora enacted their sense of responsibility through resources and rights they accessed through their insider/outsider status in two settings. In focusing on relationships with communities and authorities, diaspora reimagined where power lies in education development work, with implications for governments, development organizations, and diaspora working to transform conflict dynamics through education.

Gandara, Fernanda; Randall, Jennifer (2019):

Assessing Mathematics Proficiency of Multilingual Students. The Case for Translanguaging in the Democratic Republic of the Congo.

In: *Comparative Education Review* 63 (1), S. 58–78. DOI: 10.1086/701065.

Abstract:

Monolingual content assessments of multilingual students remarkably fail their most essential endeavor-to provide meaningful information about their content proficiency. Multilingual students take years to catch up with their monolingual peers in terms of language proficiency, and it is inappropriate to assess them using a language that they do not fully understand. Because multilingual students do not behave as multiple monolinguals, translated tests are not a satisfactory solution. Test developers should produce assessments that enable multilingual students to use their entire linguistic repertoires and engage in their natural linguistic practices. This study examines a translingual administration of a mathematics assessment in the Democratic Republic of the Congo. The findings show that a translingual administration is more appropriate than a traditional administration. The findings, however, raise doubts about standardization and call for further deliberation on how to properly assess mathematics in similar contexts.

Jimenez, Jeremy D.; Lerch, Julia C. (2019):

Waves of Diversity. Depictions of Marginalized Groups and Their Rights in Social Science Textbooks, 1900-2013.

In: *Comparative Education Review* 63 (2), S. 166–188. DOI: 10.1086/702606.

Abstract:

In the latter half of the twentieth century, school textbooks globally embraced growing emphases on the experiences and rights of diverse marginalized groups. Textbook discussions of diversity earlier in the century, however, have seldom been studied. We use descriptive statistics and regression to examine diversity foci in 978 textbooks from 93 countries published between 1900 and 2013. Unlike previous research, which emphasizes linear growth in diversity-oriented curricula since World War II, our findings reveal a wavelike pattern. We document an early expansionist wave beginning in the 1920s, which was followed by stagnation and decline midcentury before rising again in recent decades. We situate the early expansion within global activities dedicated to diversity in the interwar years and the midcentury contraction within the aftermath of World War II and the geopolitical climate of the Cold War. We contribute to the literature by illuminating the historical ebb and flow of inclusionary educational orientations.

Kim, Yoonjeon; Albeiz, Tahany; Aburizaizah, Saeed; Bridges, Margaret; Fuller, Bruce; Qutub, Manal (2019):

Cognition and Participation. Classroom Reform in the Arab World.

In: *Comparative Education Review* 63 (4), S. 529–561. DOI: 10.1086/705382.

Abstract:

Pressures build in Middle Eastern and Arabic-speaking societies to diversify economies and democratize social relations. Educators and scholars, contributing to these shifts, have experimented with classroom reforms that aim to advance higher-order thinking skills and the social agility of students. This article reviews 52 empirical studies of such reforms, work that meets methodological standards and gauges effects from an innovative classroom model. Classroom reforms within Arabic-speaking societies focused on various aspects of the technical core, including (1) structured exercises to advance analytic or problem-solving skills, (2) cooperative activities that demand interaction, or (3) projects aiming to advance complex cognition, often drawing on digital technologies. We find consistent evidence that the press for analytic skills or active participation in classrooms yields significant gains in learning. Pedagogical and classroom-reform models typically originate in the West, although local educators and scholars animate them with varying sensitivity to cultural or institutional contexts. Building research capacity in the region, however, would ensure greater rigor in quantitative and qualitative studies, along with deeper theorization of cultural context.

Komatsu, Taro (2019):

Integrated Schools and Social Cohesion in Postconflict Srebrenica. Bosniak Youths' Views of Their Schooling Experiences.

In: *Comparative Education Review* 63 (3), S. 398–417. DOI: 10.1086/704112.

Abstract:

Bosnia and Herzegovina is a postconflict nation challenged with interethnic reconciliation. This study sought to understand the views of Bosniak (Muslim) youths on their schooling experiences in Srebrenica. Their voices can provide meaningful insights into the reality of the segregated education system and the role of schools in affecting social cohesion. The data were primarily collected through 10 focus-group interviews with Bosniak youths. Study participants appreciated the religious subject of Islam, while expressing discomfort and resentment at being separated from their classmates in other ethnonational subjects (history/geography and language). They generally appreciated learning with the Serb students in an integrated environment. The study indicates that these youths developed a resilient attitude to claim the normality of their school life, despite the existing interethnic tensions and the resulting segregated system. The study also affirms the important role of the secondary school as a place of interaction and intercultural learning.

Lauglo, Jon; Liu, Fengshu (2019):

The Reverse Gender Gap in Adolescents' Expectation of Higher Education. Analysis of 50 Education Systems.

In: *Comparative Education Review* 63 (1), S. 28–57. DOI: 10.1086/701231.

Abstract:

Adolescent girls more often than boys expect higher education in nearly all 50 education systems in TIMSS 2011, before and after controls for effects of educational achievement, education-conducive family resources, and “liking school.” At a macrolevel, this gender disparity is moderately correlated with the gender disparity in “years of schooling” projected by the United Nations Development Program (UNDP) for children of school-entry age, but weakly with gender inequality in the adult population, and not at all with UNDP’s Human Development Index. A possible explanation for the robust prevalence of a reverse gender gap is that formal education is more influenced than the labor market and family life by “World Society”-mediated gender equity.

Li, Junmin; Pilz, Matthias (2019):

Transferring German Evaluation Policy to China. A Prospective Evaluation of Peer Review in TVET.

In: *Comparative Education Review* 63 (4), S. 613–632. DOI: 10.1086/705425.

Abstract:

Comparative research into technical and vocational education and training (TVET) and policy transfer focuses primarily on the system level. This study was designed to extend the focus of research work to policy transfer at the institutional level. This article presents a project that investigated the German concept of peer review in TVET as a potential solution for Chinese TVET schools. The survey investigated the extent to which there is potential to transfer the evaluation concept of peer review in TVET to China. The study used the concept of prospective evaluation. The findings showed that not every feature of the peer review model could be transferred to the Chinese context. The peer review concept needs to be adapted. The supporting and inhibiting factors derived from this study enable us to draw lessons about how to support policy transfer at the institutional level.

Marotta, Luana (2019):

Teachers' Contractual Ties and Student Achievement. The Effect of Temporary and Multiple-School Teachers in Brazil.

In: *Comparative Education Review* 63 (3), S. 356–376. DOI: 10.1086/703981.

Abstract:

In developing countries, teachers are often hired on a temporary basis and work in multiple schools to increase their earnings. However, the implications of these flexible contractual arrangements on the quality of K-12 education remain little explored. By using unique data from Sao Paulo, Brazil, and a cross-subject analysis with student fixed effects, this study contributes to the literature by analyzing the impact of teachers on temporary contracts and teachers who work at multiple schools at a time on student achievement. Results show that temporary teachers have a negative impact on student achievement and that such an effect is particularly stronger for low-income students. Moreover, temporary teachers are less involved in school activities and provide students with less support and feedback than teachers on permanent contracts. Findings reveal that multiple-school teachers have no significant effect on student achievement, but they are less likely to be involved in school decision making.

Marshall, Jeffery H.; Fukao, Tsuyoshi (2019):

Shadow Education and Inequality in Lower Secondary Schooling in Cambodia. Understanding the Dynamics of Private Tutoring Participation and Provision.

In: *Comparative Education Review* 63 (1), S. 98–120. DOI: 10.1086/701064.

Abstract:

This study analyzes private tutoring (or extra class) participation and provision in Cambodia using nationally representative data from 138 lower secondary schools. Higher socioeconomic status (SES) students are more likely to have access to fee-based extra classes offered by teachers from their same school and are more likely to enroll when offered. But a substantial number of children with an apparent ability to afford extra classes are not participating, which highlights the role of student engagement in explaining enrichment-driven extra class attendance. Higher capacity and better credentialed teachers are more likely to report providing extra classes, and they also earn more than other teachers engaged in tutoring. As a result, the additional income from extra classes is concentrated in a small subset of teachers. There is some evidence that students who do not participate in extra classes suffer additional negative consequences during regular school hours. These different supply and demand elements are brought together into an analysis of student achievement gaps. Not surprisingly, extra classes are associated with higher test scores on standardized tests in mathematics and physics, but these explain only part of the achievement gap between high- and low-SES students. The largest achievement gaps are instead found between students who do and do not take extra classes, which in turn underscores the importance of shadow education research in Cambodia and beyond.

Meshulam, Assaf (2019):

Cross-National Comparison of Parental Choice of Two-Way Bilingual Education in the United States and Israel.

In: *Comparative Education Review* 63 (2), S. 236–258. DOI: 10.1086/702539.

Abstract:

This article presents a comparative analysis of a metasynthesis of Israeli and US studies on parental choice of two-way bilingual education. My analysis reveals that the reasons majority-language and minority-language parents expressed in the US and Israeli studies converge in some aspects but, significantly, also diverge. I argue that the divergences problematize the sociopsychological motivational model that dominates the analysis of parental choice of bilingual schools and lack of engagement with the general sociological literature on parental choice and lack of international comparison of school choice. I address these gaps, drawing on two sociological insights to understand parental choice of bilingual education: sociohistorical and political dynamics of the educational fields in which the choices are made and a Bourdieusian culturalist understanding of parental choice. These two perspectives can account for the potential for divergence across locales and cultures and have implications for policy makers in parental choice and bilingual education.

Russell, S. Garnett; Sirota, Sandra L.; Ahmed, A. Kayum (2019):

Human Rights Education in South Africa. Ideological Shifts and Curricular Reforms.

In: *Comparative Education Review* 63 (1), S. 1–27. DOI: 10.1086/701100.

Abstract:

Using a mixed quantitative and qualitative analysis of 42 South African textbooks from the postapartheid era, we seek to understand how global human rights discourses manifest in South African textbooks across different subjects and whether these discourses may have changed over time. By employing a two-dimensional framework that examines the vertical flow of human rights knowledge from global to local, as well as the horizontal pedagogical application of this knowledge in textbooks, we offer a novel way of analyzing human rights education (HRE). We find that certain subjects are more likely to contain human rights language: life orientation books exhibit the highest proportion of human rights mentions, followed by social studies books, with history having the lowest proportion of mentions. In our qualitative content analysis of our sample of 16 textbooks, we find that the books generally focus on human rights discourse within a global and national context, using various pedagogical frameworks. As one of the most progressive constitutional democracies in the world, South Africa offers important lessons for transitional countries grappling with HRE and curriculum reform in the context of historical injustices.

Salvi, Francesca (2019):

The Regulation of Pregnancy in Mozambican Schools. From Policy, to Practice, to Identities.

In: *Comparative Education Review* 63 (3), S. 337–355. DOI: 10.1086/703792.

Abstract:

This article discusses how institutional practices reproduce and operationalize specific discourses of in-school pregnancy and motherhood in Mozambique. National Decree 39/GM/2003 indicates that girls should be transferred to night courses if pregnant, together with their partners, if also students. This article considers the implementation of this policy by identifying key roles such as those of Physical Education teachers, in-school pregnancy committees and class representatives. Drawing on qualitative data from 12 focus groups and 63 individual interviews with adults and young people, I claim that school practices mostly rely on acts of policing the female body. The result is the reproduction of a specific institutional regime that defines pupils' identities along gender and age, by means of their (hetero)sexuality and seniority. Subsequently, the national policy, which was introduced to retain girls within education, figures as exclusionary, as students who do not meet the identity regime identified above are excluded from education.

Schneider, Ben Ross; Cevallos Estarellas, Pablo; Bruns, Barbara (2019):

The Politics of Transforming Education in Ecuador. Confrontation and Continuity, 2006-2017.

In: *Comparative Education Review* 63 (2), S. 259–280. DOI: 10.1086/702609.

Abstract:

Recent governments in Ecuador (2007-17) have achieved impressive improvements in education. Enrollments increased significantly, and Ecuador's learning gains on regional tests from 2006 to 2013 were among the largest in the region. Ecuador's recent PISA performance provides further confirmation of genuine progress in raising student learning. A central part of Ecuador's strategy was the Correa government's implementation-over strong union opposition-of major teacher policy reforms, especially higher standards for recruitment and regular evaluation of teacher performance. Among the political advantages favoring government reformers were strong public support, sustained presidential engagement, and continuity in the government reform team. Ecuador's experience offers lessons for improving education by raising the quality of teaching and supports theories on the role of policy entrepreneurs and veto points (with some modification) as core factors in effective education reform but provides little support for theories that highlight strong roles for civil society organizations.

Scott, David M.; Kawalilak, Colleen; Dressler, Roswita; Paiva, Wilson Alves de (2019):

Investigating Educational Responses to Diversity in Brazil during a Time of Curriculum Change.

In: *Comparative Education Review* 63 (3), S. 377–397. DOI: 10.1086/703982.

Abstract:

This article offers findings from a qualitative case-based research study examining the ways educators in central Brazil made sense of diversity, and the extent to which they believed recent policies promoting ethnocultural diversity are being realized in K-12 contexts. The research team also examined the degree to which these educators felt that responses to diversity drawn from the Canadian context could inform Brazilian educational policy. Of note, the research participants articulated productive possibilities for promoting the inclusion of cultural diversity in varied classroom contexts. However, confirming findings from prior research, they saw recent policy shifts in Brazil related to intercultural understanding as unsupported by institutions and thus almost completely reliant on teachers' personal efforts. Overall, educators in this study had difficulty seeing Canadian responses to diversity as workable in Brazil, and there was a general absence of discussions concerning the teaching of Afro-Brazilian and Indigenous culture and histories.

Shirazi, Roozbeh (2019):

“Somewhere We Can Breathe”. Diasporic Counterspaces of Education as Sites of Epistemological Possibility.

In: *Comparative Education Review* 63 (4), S. 480–501. DOI: 10.1086/705427.

Abstract:

Drawing upon ethnographic and case study research conducted across two educational settings in the United States, this article examines emergent spaces and practices of education that result from, or are affected by, the presence of minoritized diasporic communities. In light of ongoing currents of xenophobia in the United States and practices of racialization in everyday experiences of schooling, I argue that these diasporic educational spaces work as counterspaces of epistemic possibility, in which conceptions of identity and belonging—ones that are often foreclosed in the mainstream and predominantly white educational spaces—become viable. Examining the cultural production within these spaces troubles the idea that diasporic educational spaces primarily maintain or privilege transnational ties to “home.” I conclude that these educational spaces highlight two related points: first, diasporic educational sites engender creative possibilities for reworking exclusionary discourses; second, they point to the need for a further decentering and decolonization of pedagogy and curriculum in public secondary schools.

Sieverding, Maia; Krafft, Caroline; Elbadawy, Asmaa (2019):

An Exploration of the Drivers of Private Tutoring in Egypt.

In: *Comparative Education Review* 63 (4), S. 562–590. DOI: 10.1086/705383.

Abstract:

The rise of private tutoring globally has raised concerns over the hidden costs of “free” education systems and how these costs contribute to the persistence of inequality. We examine the drivers of tutoring at different levels of education in Egypt in an effort to understand why private tutoring has expanded despite policy efforts to prevent its spread. We use nationally representative survey data and qualitative data on youth experiences in public, private, and religious schools. Our findings indicate that the drivers of tutoring are multiple and vary by schooling level. Structured around high-stakes exams, the Egyptian education system has fostered the growth of a diverse tutoring market. In general secondary school, tutoring has become so widespread that teachers and students shirk in school to devote more attention to tutoring. Structural factors and the expectation that students will engage in tutoring have thus become self-reinforcing. In basic education, teacher pressure is a major motivation for public school students to take tutoring. Given the failure of Egypt’s efforts to ban and create alternatives to tutoring, there is an urgent need to test mechanisms for ensuring accountability in schools.

Skinner, Nadine; Bromley, Patricia (2019):

Individual and Collective Social Justice Education. Comparing Emphases on Human Rights and Social Movements in Textbooks Worldwide.

In: *Comparative Education Review* 63 (4), S. 502–528. DOI: 10.1086/705428.

Abstract:

Strategies for promoting social justice include both individualistic approaches, rooted in the universalistic philosophy of human rights, and collectivist approaches, such as group- or issue-specific rights advocated by various social movements. The expansion of human rights education is well documented, but less attention has been given to education for or about other social movements. Drawing on a content analysis of 556 secondary school textbooks from 80 countries between 1950 and 2011, we compare and contrast the rise of emphases on social movements and human rights. Our analyses reveal a marginalized emphasis on social movements in secondary school civics and social studies curricula, while history books are more likely to include discussions of social movements. An implication of these findings is that in formal structures of education, such as textbooks, emphases on social movements may be relegated to matters of historical record, rather than treated as part of contemporary, active citizenship.

Strakova, Jana; Vesely, Arnost (2019):

Other Things Being Equal. Comparing Literacies in the Czech and Slovak Republics.

In: *Comparative Education Review* 63 (3), S. 418–438. DOI: 10.1086/703869.

Abstract:

Large-scale international assessments, such as PIAAC (Programme for the International Assessment of Adult Competencies) or PISA (Programme for International Student Assessment), have heightened interest in the comparative analysis of factors influencing the formation of skills and their change over time. However, such comparison has been hindered by substantial differences in contexts that can only be partially controlled in statistical analysis (e.g., cultural, social, or geographical factors particular to jurisdictions). In this article, we analyze a “natural experiment,” trends in the development of learning outcomes in the Czech and Slovak Republics following the dissolution of the joint state in 1993. The analysis is theoretically based on an age cohort-period framework. We find that in both countries, PISA results are closely related to the future abilities of the particular age cohort (as measured in PIAAC), which supports the thesis that education has a long-lasting effect. Although both countries followed similar trajectories, we find that some noticeable trends can be explained by different policies following dissolution of the joint state.

Reviews

Acosta, Michael (2019):

Martesa (The Marriage) directed by Blerta Zeqiri. 2017. 97 minutes.

[Review]. In: *Comparative Education Review* 63 (1), S. 140–142. DOI: 10.1086/701228.

Allen, Ian (2019):

Embrace of the Serpent directed by Ciro Guerra. Diaphana Films, 2015. 125 minutes.

[Review]. In: *Comparative Education Review* 63 (4), S. 658–659. DOI: 10.1086/705576.

Ambasta, Sumita (2019):

Crazy Rich Asians directed by Jon M. Chu. 120 minutes.

[Review]. In: *Comparative Education Review* 63 (2), S. 295–296. DOI: 10.1086/702757.

Arnove, Robert F. (2019):

Citizenship Education and Global Migration: Implications for Theory, Research, and Teaching edited by James A. Banks. Washington, DC: American Educational Research Association, 2017. 528 pp. \$49.90 (eBook). ISBN 978-0935302646.

[Review]. In: *Comparative Education Review* 63 (2), S. 288–292. DOI: 10.1086/702679.

Autio, Tero (2019):

China's Education, Curriculum Knowledge, and Cultural Inscriptions: Dancing with the Wind by Weili Zhao. London: Routledge, 2018. 190 pp. \$49.46 (eBook). ISBN 9781315225845.

[Review]. In: *Comparative Education Review* 63 (3), S. 454–456. DOI: 10.1086/704140.

Boyle, Mary-Ellen (2019):

Liberal Education Unmoored?

[Review]. In: *Comparative Education Review* 63 (1), S. 127–131. DOI: 10.1086/701183.

Abstract:

Reviewed books:

American Universities Abroad: The Leadership of Independent Transnational Higher Education Institutions edited by Ted Purinton and Jennifer Skaggs. Oxford: Oxford University Press, 2017. 324 pp. \$56.09 (eBook). ISBN 978-9774168406.

Experiences in Liberal Arts and Science Education from America, Europe, and Asia edited by William Kirby and Marijk C. Van Der Wende. New York: Palgrave Macmillan, 2016. 145 pp. \$46.09 (eBook). ISBN 978-1349948918.

Liberal Arts Education and Colleges in East Asia edited by Insung Jung, Mikiko Nishimura, and Toshiaki Sasao. Berlin: Springer, 2016. 206 pp. \$89.46 (eBook). ISBN 978-9811005114.

The Evolution of Liberal Arts in the Global Age edited by Peter Marber and Daniel Araya. New York: Routledge, 2017. 264 pp. \$41.04 (eBook). ISBN 978-1138184435.

Chachkhiani, Ketevan; Goebel, Janna; Gong, Byoung-Gyu; Palandjian, Garine; Pretti, Esther Do LagoE.; Silova, Iveta; Vitrukh, Mariia (2019):

Donna Haraway: Story Telling for Earthly Survival directed by Fabrizio Terranova. 2016. 90 min.

[Review]. In: *Comparative Education Review* 63 (3), S. 457–459. DOI: 10.1086/704138.

DiFiore, Andrew G. (2019):

The Miseducation of Cameron Post, directed by Desiree Akhavan. 96 minutes. YouTube, Google Play, and Amazon Prime, \$4.99.

[Review]. In: *Comparative Education Review* 63 (2), S. 297–299. DOI: 10.1086/702680.

Frankel, Andrew (2019):

Learning to Be Tibetan: The Construction of Ethnic Identity at Minzu University of China by Miaoyan Yang, 2017. 274 pp. \$104.50 (eBook). ISBN 978-1498544634.

[Review]. In: *Comparative Education Review* 63 (2), S. 292–294. DOI: 10.1086/702681.

Guthrie, Gerard (2019):

Where's the Mine Detector? // Teach: The World Bank's New Classroom Observation Instrument by The World Bank. Washington, DC: World Bank Group, 2019. \$0.00 (eBook, open access).

[Review]. In: *Comparative Education Review* 63 (3), S. 439–446. DOI: 10.1086/704139.

Landgraf, Jessica M. (2019):

Schools Out: Lessons from a Forest Kindergarten directed by Lisa Molomot. Linden Tree Films, 2014. 36 minutes. \$3.00 (Vimeo).

[Review]. In: *Comparative Education Review* 63 (4), S. 662–663. DOI: 10.1086/705578.

Leyava, Emily (2019):

Forging the Ideal Educated Girl: The Production of Desirable Subjects in Muslim South Asia by Shenila Khoja-Moolji. Oakland: University of California Press, 2018. 204 pp. Free download available at <https://www.luminosoa.org/site/books/10.1525/luminos.52> ISBN: 9780520298408.

[Review]. In: *Comparative Education Review* 63 (3), S. 447–449. DOI: 10.1086/704135.

Manly, Catherine A. (2019):

Making Education Work for the Poor: The Potential of Children's Savings Accounts by William Elliott and Melinda Lewis. Oxford: Oxford University Press, 2018. 254 pp. \$9.99 (paper). ISBN 978-0190866846.

[Review]. In: *Comparative Education Review* 63 (4), S. 655–657. DOI: 10.1086/705577.

Misiaszek, Greg (2019):

The End of the Cognitive Empire: The Coming of Age of Epistemologies of the South by Boaventura de Sousa Santos. Durham, NC: Duke University Press. Pp xii+392. \$104.95 (cloth); \$28.95 (paper). ISBN 9781478000150.

[Review]. In: *Comparative Education Review* 63 (3), S. 452–454. DOI: 10.1086/704137.

Mundy, Karen (2019):

Facing Forward, Looking Back? The World Bank's New Report on Basic Education in Sub-Saharan Africa // Facing Forward: Schooling for Learning in Africa, by Sajitha Bashir, Marlaine Lockheed, Elizabeth Ninan, and Jee-Peng Tang. Washington, DC: The World Bank, 2018. 454 pp. Free download, Open Knowledge Repository.

[Review]. In: *Comparative Education Review* 63 (2), S. 281–287. DOI: 10.1086/702682.

Ndimande, Bekisizwe S. (2019):

Making Love in a War Zone: Interracial Loving and Learning after Apartheid by Jonathan Jansen. Johannesburg: Bookstorm Press, 2017. 224 pp. \$26.95 (paper). ISBN 978-1-928257-39-4.

[Review]. In: *Comparative Education Review* 63 (1), S. 134–136.

Post, David; Easton, Peter (2019):

Learning as Development: Rethinking International Education in a Changing World by Daniel A. Wagner. New York: Routledge, 2018. 324 pp. \$46.95. ISBN 9781848726079.

[Review]. In: *Comparative Education Review* 63 (3), S. 449–451. DOI: 10.1086/704136.

Roberts, Sherron Killingsworth (2019):

The World's Highest-Scoring Students: How Their Nations Led Them to Excellence by Hani Morgan. New York: Peter Lang, 2018. 185 pp. \$40.95 (paper). ISBN 978-1-4331-5143-9.

[Review]. In: *Comparative Education Review* 63 (1), S. 132–134.

Salajan, Florin D. (2019):

Reshaping Governance Mechanisms in Europe's Education and Research. Two Intertwined Perspectives /// Digital Governance of Education: Technology, Standards and Europeanization of Education by Paolo Landri. London: Bloomsbury Academic, 2018. 192 pp. £97.20. ISBN 978-1350006416 // European Educational Research (Re)Constructed: Institutional Change in Germany, the United Kingdom, Norway, and the European Union by Mike Zapp, Marcelo Marques, and Justin J. W. Powell. Oxford: Symposium Books, 2018. 254 pp. £42.00. ISBN 978-1910744024.

[Review]. In: *Comparative Education Review* 63 (4), S. 650–654. DOI: 10.1086/705706.

Soares, Aline Zero (2019):

Poverty Reduction, Education, and the Global Diffusion of Conditional Cash Transfers by Michelle Morais de Sá e Silva. Cham: Palgrave Macmillan, 2017. 184 pp. \$84.99 (eBook). ISBN 978-3-319-53094-9.

[Review]. In: *Comparative Education Review* 63 (1), S. 137–139.

Solorio, Michelle L. (2019):

Demain directed by Cyril Dion and Mélanie Laurent. New York: Under the Milky Way, 2017. \$0.99 (Amazon Prime).

[Review]. In: *Comparative Education Review* 63 (4), S. 660–661. DOI: 10.1086/705575.

Stromquist, Nelly P. (2019):

Theoretical Divergence and Convergence in Comparative Education // Transforming Comparative Education: Fifty Years of Theory Building at Stanford by Martin Carnoy. 2019. 262 pp. \$25.99 (paper). ISBN 978-1503608818.

[Book Essay Review]. In: *Comparative Education Review* 63 (4), S. 641–649. DOI: 10.1086/705579.

Specials

Anderson-Levitt, Kathryn (2019):

Comparative Education Review Guide to Searching for World Literature 2019.

[Bibliographic Essay]. In: *Comparative Education Review* 63 (4), S. 633–640. DOI: 10.1086/705466.

Abstract:

In short, the internet offers access to a growing range of international scholarship, including full text, and this worldwide literature should not be overlooked in literature reviews. Strategies for exploring these resources will need to continue to evolve, as new websites and tools appear regularly.

Smith, William C. (2019):

Evaluating the Global Testing Culture: A Response to Ramirez and Colleagues.

[Response]. In: *Comparative Education Review* 63 (1), S. 121–126. DOI: 10.1086/701024.

Editorials

Desjardins, Richard; Looney, Janet; Keyes, Christina (2019):

2019 - Letter from the Joint Editors.

[Editorial]. In: *European Journal of Education* 54 (2, SI), S. 163–164. DOI: 10.1111/ejed.12323.

Desjardins, Richard; Olsen, Dorothy Sutherland; Midtsundstad, Tove (2019):

Active ageing and older learners. Skills, employability and continued learning.

[Editorial]. In: *European Journal of Education* 54 (1, SI), S. 1–4. DOI: 10.1111/ejed.12327.

Gordon Győri, János (2019):

Lesson and learning studies. Relevant topics in the context of education policy.

[Editorial]. In: *European Journal of Education* 54 (2, SI), S. 165–166. DOI: 10.1111/ejed.12333.

Halász, Gábor; Looney, Janet (2019):

Teacher professional competences and standards. Concepts and implementation.

[Editorial]. In: *European Journal of Education* 54 (3), S. 311–314. DOI: 10.1111/ejed.12351.

Abstract:

Introduction to the Special Issue "Teacher professional competences and standards. Concepts and implementation"

Ruano-Borbalan, Jean-Claude (2019):

Innovation in higher education. Actors, policies and pedagogical effects.

[Editorial]. In: *European Journal of Education* 54 (4), S. 493–498. DOI: 10.1111/ejed.12371.

Original Articles

Arani, Mohammad Reza Sarkar; Lander, Bruce; Shibata, Yoshiaki; Lee, Christine Kim-Eng; Kuno, Hiroyuki; Lau, Andrew (2019):

From “chalk and talk” to “guide on the side”. A cross-cultural analysis of pedagogy that drives customised teaching for personalised learning.

In: *European Journal of Education* 54 (2, SI), S. 233–249. DOI: 10.1111/ejed.12340.

Abstract:

This study analyses the teaching scripts and structure of lesson practices of a Singaporean English teacher at two different levels of class through a comparative analysis. Specifically, it aims to clarify how his view of teaching as tacit knowledge determines the structure of the lessons. The emphasis here is on the examination of a Singaporean’s teacher’s view and his awareness of the students and their teaching materials at hand through the lens of Japan-based educators and the implications for education policy.

Araujo, Helena C.; Macedo, Eunice; Santos, Sofia A.; Doroftei, Alexandra O. (2019):

Tackling early school leaving. Principals’ insights into Portuguese upper secondary schools.

In: *European Journal of Education* 54 (1, SI), S. 151–162. DOI: 10.1111/ejed.12328.

Abstract:

This article addresses Early School Leaving (ESL) as a phenomenon that is identified in the EU and European countries such as Portugal as being the result of school disaffection that can be associated with social and educational problems. The relevance of this problem at the European level is highlighted by the large number of European guidelines on the matter and by the inclusion of ESL as one of the main questions to be addressed by the Horizon 2020. Based on interviews, this article questions possible relationships between how principals perceive both ESL and the measures to deal with it and the culture of the school as an identity of *differentia specifica* (ethos). It should be emphasised that the approaches of these principals to ESL and the school-based practices addressing it are quite diverse and relate to the ethos of the schools; students’ trajectories and the complex relationship between education and the labour market. The principals manifest their investment and implication in the provision of adequate measures for their specific contexts and see teachers and external partners as key actors.

Barrett, Garry F.; Riddell, W. Craig (2019):

Ageing and skills. The case of literacy skills.

In: *European Journal of Education* 54 (1, SI), S. 60–71. DOI: 10.1111/ejed.12324.

Abstract:

The relationship between ageing and skills is of growing policy significance due to population ageing, the changing nature of work and the importance of literacy for social and economic well-being. This article examines the relationship between age and literacy skills in a sample of OECD countries using three internationally comparable surveys. By pooling the survey data across time we can separate birth cohort and ageing effects. In doing so, we find that literacy skills decline with age and that, in most of our sample countries, successive birth cohorts tend to have poorer literacy outcomes. Therefore, once we control for cohort effects, the rate at which literacy proficiency falls with age is much more pronounced than that which is apparent, based on the cross-sectional relationship between age and literacy skills at a point in time. Further, in studying the literacy-age relationship across the skill distribution in Canada we find a more pronounced decline in literacy skills with age at lower percentiles, which suggests that higher initial literacy moderates the influence of cognitive ageing.

Björklund, Tua A.; Keipi, Teo; Celik, Sine; Ekman, Kalevi (2019):

Learning across silos. Design Factories as hubs for co-creation.

In: *European Journal of Education* 54 (4), S. 552–565. DOI: 10.1111/ejed.12372.

Abstract:

Collaboration through innovation is central to the discussion of how today's universities can respond to new interdisciplinary challenges, competitive environments and stakeholder complexity. Innovation hubs represent a dynamic example of how the public sector, including higher education, is responding to the need for new methods and perspectives that foster desired intra-institutional change. This study examines one of these types of platforms, the Design Factory Global Network originating at Aalto University, in order to shed light on key enablers and barriers to furthering collaborative efforts within higher education. Based on 25 in-depth interviews with 17 Design Factories, including perspectives from students, staff and educators, the findings show that institutional policy fostering flexibility, securing a physical cross-disciplinary and multi-purpose collaborative space, upper level support and building community are all vital in ensuring design-driven experimentation that contributes to the effectiveness of higher education.

Caena, Francesca; Redecker, Christine (2019):

Aligning teacher competence frameworks to 21st century challenges. The case for the European Digital Competence Framework for Educators (Digcompedu).

In: *European Journal of Education* 54 (3), S. 356–369. DOI: 10.1111/ejed.12345.

Abstract:

Abstract Teachers need to update their competence profiles for 21st century challenges. Teaching strategies need to change and so do the competences teachers need to develop so as to empower 21st-century learners. The European Framework for the Digital Competence of Educators (DigCompEdu) represents a paradigmatic example of this endeavour, taking stock of these needs. Defining the requirements of education professionals by teacher competence frameworks can serve multiple purposes at different levels in education systems. At the micro level, it can support and guide teachers' practice and continuous professional development. At the meso level of local education governance, it can support the development of school institutions as learning organisations, providing common ground for dialogue, collaboration and reflection in professional communities of practice. At the macro level of quality assurance, it can provide reference standards for initial teacher education, and for education professionals' quality along the career continuum. The European Framework for the Digital Competence of Educators was designed to align with institutional and contextual requirements in different countries, whilst remaining open to adaptation and updating. It links teachers' and students' digital competence development, and can be linked to institutional capacity building. At the same time, the framework is generic enough to apply to different educational settings and to allow for adaptation as technological possibilities and constraints evolve.

Calero, Jorge; Murillo Huertas, Ines P.; Raymond Bara, Josep Lluís (2019):

Education, age and skills. An analysis using PIAAC data.

In: *European Journal of Education* 54 (1, SI), S. 72–92. DOI: 10.1111/ejed.12318.

Abstract:

The main aim of this article is to analyse the change of adult skills, as captured by cognitive skills assessed in PIAAC, across age cohorts, taking into account that the quality of schooling may change from one cohort to another. We estimate a model that relates numeracy and literacy skills to age, schooling, gender and variables related to both family background and labour market performance. The specification allows us to control for changes in the efficiency of the transformation of schooling into skills when drawing age-skill profiles. Our results show that the effect of ageing on skills, once isolated from cohort effects related to schooling, decreases monotonically across consecutive cohorts. The change of the efficiency of the transformation of schooling into both numeracy and literacy skills shows a remarkably similar pattern. Nonetheless, this change differs substantially between education levels, with the efficiency of the transformation of schooling into skills showing a steadier profile for intermediate than for higher education. Finally, empirical evidence is provided for the decomposition of the differences in the skill levels of the older vs. the prime age generations. The results suggest that the progressive expansion of schooling across younger generations partially offsets the negative effect of the irrepressible ageing of society on skills.

Caparros-Ruiz, Antonio (2019):

Doctorate holders' careers in Spain. Does international mobility matter?

In: *European Journal of Education* 54 (1, SI), S. 117–136. DOI: 10.1111/ejed.12326.

Abstract:

PhD programmes are considered as transmission channels to provide specialisation and skills to students who will be employed as highly-qualified workers or researchers. Focusing on the Spanish case, they are exerting a positive influence on workers' careers since doctorate holders have a privileged situation in the labour market. This article analyses international mobility's effects on some aspects associated with doctorate holders' careers such as their wages and how their current employment is related to their doctoral studies. The methodology applied consists in developing, on the one hand, a wage econometric specification and, on the other, a probit model, taking into account the possible mismatch between the training acquired in the doctoral studies and the educational requirements of the current job. In both cases, the dependent variables are explained by a set of regressors and a dummy variable showing whether doctorate holders have spent time in another country once completed their doctoral studies.

Carlsten, Tone Cecilie; Olsen, Dorothy Sutherland (2019):

Lifelong learning among older professionals. How competence strategies and perceptions of professional learning affect pastors' participation.

In: *European Journal of Education* 54 (1, SI), S. 93–102. DOI: 10.1111/ejed.12325.

Abstract:

One of the challenges of keeping older employees up to date and ensuring their continued involvement in the workplace is to provide them with relevant learning opportunities. This article aims to understand the usefulness of the concept of LLL for a group of older employees (50+). This is done using interviews and a document study on the Church of Norway (CofN) to understand how the concept of LLL is interpreted and acted upon by employers and older pastors. We assume that changes occurring outside the Church provoke the need for new knowledge and new ways of working. We ask how these older professionals perceive their learning opportunities and try to ascertain how the concept of LLL is helping them to tackle the ongoing changes. The article adds to the research on the interplay between competence strategies of employers and attitudes of older employees in a well-established profession. Results of our study show that new strategies open up for greater participation. However, older pastors' greatest motivation for learning seems to be their ordination vows, which include a commitment to continued learning through personal studies. This influences the kind of activities in which they participate, their expectations concerning the recognition of their learning and their views on the Church as a learning organisation. We conclude that older pastors do benefit from LLL initiatives in the workplace, but they also benefit from belonging to a profession with a conscious commitment to learning.

Cerda-Navarro, Antoni; Salva-Mut, Francesca; Comas Forgas, Ruben (2019):

A typology of students in intermediate vocational education and training programmes based on student engagement factors, sociodemographic characteristics and intentions of dropping out.

In: *European Journal of Education* 54 (4), S. 635–650. DOI: 10.1111/ejed.12361.

Abstract:

The main objective of this article is to define a typology of students enrolled in intermediate vocational education and training programmes in Spain. Students were first placed in groups based on various factors related to engagement. Then, their sociodemographic characteristics were analysed. Finally, the intentions of dropping out were considered in each of the groups. The results obtained describe a typology of students consisting of five groups with different levels of engagement. Each of the groups is associated with distinct sociodemographic characteristics and shows notable differences with regards to intentions of leaving their studies. The results of this research can serve to detect and prevent drop-outs that take place at this level by identifying at-risk profiles and creating more adequate approaches and interventions.

Chakroun, Borhene (2019):

National Qualifications Framework and TVET teacher competence frameworks. A neglected dimension of qualifications reforms?

In: *European Journal of Education* 54 (3), S. 370–388. DOI: 10.1111/ejed.12359.

Abstract:

Abstract This article examines the interplay between qualification systems reforms and technical and vocational education and training (TVET) teachers' competences and qualifications in the context of the future of work and learning, and the United Nations Sustainable Development Agenda. The article reviews international standards and trends and examines a range of country case studies. The concluding section focuses on future scenarios for TVET Teachers Competence frameworks.

Chen, Xiangming; Zhang, Yurong (2019):

Typical practices of lesson study in East Asia.

In: *European Journal of Education* 54 (2, SI), S. 189–201. DOI: 10.1111/ejed.12334.

Abstract:

As countries worldwide aim to reform their education systems and improve teaching and learning, lesson study (LS), which originated in East Asia, has recently attracted great attention. In order for international educators and policy makers to better understand the history and the state of the art of LS in East Asia, this article introduces three typical models in Japan, Mainland China and Hong Kong. First, they are described with regard to their distinct features, historical origin and development, goals and objectives, mechanisms of implementation, actual achievements, and structural constraints. Their commonalities and differences are then compared, and especially how and why these differences emerge in the specific sociocultural contexts of the regions. Finally, policy implications are discussed to provide insights for the other education systems in their policy making and implementation of similar reform practices.

Desjardins, Richard (2019):

The relationship between attaining formal qualifications at older ages and outcomes related to active ageing.

In: *European Journal of Education* 54 (1, SI), S. 30–47. DOI: 10.1111/ejed.12315.

Abstract:

Active ageing has become a policy concept that serves as an important response to the ageing of many societies, primarily because it is thought to lead to positive outcomes such as increased employment, productivity, health and other well-being into older ages. This article presents results of an analysis of the relationship between attaining qualifications at older ages and active ageing in later life. The analysis is based on data made available by the Programme for the International Assessment of Adult Competencies (PIAAC). Results of the analysis show that adults who attain higher levels of qualifications in mid to later life are associated with an increased probability of, being employed, participating in continued learning, and scoring higher on the PIAAC literacy scale when they are older. The findings suggest that open and flexible formal education structures at all levels is good for activating the population to be employed, to engage in continued learning and to develop and maintain literacy skills into older ages.

Dudley, Peter; Xu, Haiyan; Vermunt, Jan D.; Lang, Jean (2019):

Empirical evidence of the impact of lesson study on students' achievement, teachers' professional learning and on institutional and system evolution.

In: *European Journal of Education* 54 (2, SI), S. 202–217. DOI: 10.1111/ejed.12337.

Abstract:

In this article we review the evidence of the impact of lesson study on student learning, teacher development, teaching materials, curriculum, professional learning and system enhancement. We argue for lesson study to be treated holistically as a vehicle for development and improvement at classroom, school and system levels rather than as a curricular or pedagogical intervention. We illustrate the need for this approach to evaluating lesson study through a complex case exemplar which used Research Lesson Study (a form of lesson study popular in the UK and Europe) to develop learning, teaching, curriculum and local improvement capacity across schools initially involved in a two-year mathematics curriculum development project that later evolved into three self-sustaining, voluntary lesson study school hubs in London. We discuss resulting changes in culture, practice, belief, expectation and student learning. We argue as a result for greater policy level understanding of this expanded conception of lesson study as a vehicle in classroom, school and system transformation.

Elliott, John (2019):

What is Lesson Study?

In: *European Journal of Education* 54 (2, SI), S. 175–188. DOI: 10.1111/ejed.12339.

Abstract:

This article addresses the conceptual question “what is lesson study?” as an issue that arises in the context of the globalisation of lesson study as a method for improving teaching and learning beyond its presumed origins in the Japanese education system. To what extent can adaptations of the method in different national settings be interpreted as faithful representations of its practically significant “critical features” in the country of origin? In order to address this question, the article begins by examining the comparative classroom research by Stigler and Hiebert that culminated in the publication of *The Teaching Gap*. This work is generally acknowledged to have been seminal for the global development of lesson study as a method for improving teaching and learning. Sponsored by the 1997 TIMSS testing programme, the research sought to explain pronounced differences in measured educational attainment between students of all ages in Japan, and the US and Germany. In the process Stigler and Hiebert discovered the extensive use of lesson study in Japanese primary schools as a school-based research method for securing consistency between learning goals and teaching methods. In doing so, they identified six principles which underpinned the method and pinpointed its practical significance. In this article, the author claims that the principles identified by Stigler and Hiebert can be used as a framework for assessing adaptations of lesson study in the context of globalisation, and connecting it to related methodological ideas that are internationally circulating. In particular, the author stresses links between lesson study, the tradition of classroom action research forged by Lawrence Stenhouse and his colleagues at the University of East Anglia, UK and the theory of variation developed in Sweden and Hong Kong by Ference Marton, Lo Mun Ling and others. Such links can deepen a theoretical understanding of “lesson study” and safe-guard it against a “cherry-picking” approach to its implementation in a context of globalisation. The article particularly highlights the importance of understanding the ways in which the organisational cultures of schooling in many countries shape and distort the implementation of lesson study. It argues for the greater involvement of school leaders and administrators in a form of second-order action research aimed at transforming the organisational context of teachers’ work in classrooms and creating more space for them to spend less time as test data managers and more time as lesson researchers in accordance with the six principles outlined.

Frerejean, Jimmy; Merriënboer, Jeroen J.G.; Kirschner, Paul A.; Roex, Ann; Aertgeerts, Bert; Marcellis, Marco (2019):

Designing instruction for complex learning. 4C/ID in higher education.

In: *European Journal of Education* 54 (4), S. 513–524. DOI: 10.1111/ejed.12363.

Abstract:

Objectives-based instructional design approaches break down tasks into specific learning objectives and prescribe that instructors should choose the optimal instructional method for teaching each respective objective until all objectives have been taught. This approach is appropriate for many tasks where there is little relation between the objectives, but less effective for teaching complex professional tasks that require the integration of knowledge, skills, and attitudes and the coordination of different skills. For the latter, a task-centred approach that starts designing instruction from whole, real-life tasks, is more appropriate. This article describes one task-centred instructional design model, namely the Four-Component Instructional Design (4C/ID) model and illustrates its application by reflecting on three educational programs in higher education designed with 4C/ID. The first case presents a design for a course that focuses on the development of mobile apps at the Amsterdam University of Applied Sciences in the Netherlands. The second case illustrates the integration of information problem-solving skills at Iselinge University of Professional Teacher Education, a teacher training institute in the Netherlands. The third case is an example from general practice education at the KU Leuven, Belgium. Future developments and issues concerning the implementation of task-centred educational programmes are discussed.

Gaikhorst, Lisa; März, Virginie; Pré, Rosa; Geijssel, Femke (2019):

Workplace conditions for successful teacher professional development. School principals' beliefs and practices.

In: *European Journal of Education* 54 (4), S. 605–620. DOI: 10.1111/ejed.12366.

Abstract:

Research has increasingly shown that school principals exercised a significant role in teacher professional development (TPD). Nevertheless, the insights into the particular influence they exert in this process and how it is exercised still need to be developed. This article focuses on what school principals consider important working conditions for TDP and which leadership practices they use to realise these conditions in their schools. Using a multiple case study design, including 20 semi-structured interviews with primary school principals, the findings show that they consider both structural (sufficient time and evaluation of TDP interventions) and cultural (an open work climate and collaboration) conditions to be important for TDP. Additionally, school principals emphasise the significance of teachers' learning attitudes, differentiation in professionalisation efforts and knowledge sharing in their schools. Furthermore, the results highlight that they have trouble in realising these working conditions, especially those for internal learning activities (such as an open work climate). Based on the results, recommendations are made for further research and policy makers concerning the preparation and support that principals need to realise (internal) TDP in their schools.

Gordon Győri, János (2019):

Lesson and learning studies. An edifying story.

In: *European Journal of Education* 54 (2, SI), S. 167–174. DOI: 10.1111/ejed.12338.

Abstract:

It would be difficult to find any pedagogical story that is comparable to that of *jugyou kenkyuu* (or lesson study in English) that has been practised for over a century in Japan in isolation and became a method that was used worldwide in less than 10 years. Because of its uniqueness and its history, it is an irrefutable challenge to understand what it is really about, how its basic aspects such as a lesson or teachers' knowledge and its development, the culture of education, the measurability of educational activities and other main aspects of education are or can be conceptualised and in which ways these can travel in a globalised arena of education. In this article, we try to give answers to these and some other relevant issues related to lesson study via the author's subjective view and individually-constructed narrative.

Halász, Gábor (2019):

Designing and implementing teacher policies using competence frameworks as an integrative policy tool.

In: *European Journal of Education* 54 (3), S. 323–336. DOI: 10.1111/ejed.12349.

Abstract:

Abstract Competence frameworks are important tools to regulate professions and professional activities in modern societies. They can be used to ensure and improve the quality of professional work, to communicate the needs of society and clients to professionals, to orientate professional development and to support ethical professional behaviour. This powerful tool is often used by teacher policies aimed at improving the quality of teacher work. The use of competence frameworks as a quality improvement tool has been strongly encouraged by qualification frameworks based on competence descriptions. This article is a concise and revised version of one of the chapters of a study published by the European Commission proposing the use of competence frameworks as an integrative policy tool to "boost teacher quality". It suggests that competence frameworks can be used as the core component of an integrated policy mix supporting the improvement of teacher quality in education systems. It is suggested that this "transversal" policy tool is used to ensure the coherence of various policy measures.

Hauptman Komotar, Marusa (2019):

Global university rankings and their impact on the internationalisation of higher education.

In: *European Journal of Education* 54 (2, SI), S. 299–310. DOI: 10.1111/ejed.12332.

Abstract:

Global university rankings are a worldwide trend that emerged in times of the globalisation and internationalisation of higher education. Universities worldwide are now striving to become “world-class” institutions and are constantly aiming to improve their ranking position. Global rankings of universities are thus perceived by many as an ultimate tool for assessing the level of internationalisation at individual higher education institutions. This article first discusses the meaning of and relationship between the globalisation and internationalisation of higher education, as their influence on the emergence of global rankings is undeniable. It then outlines the methodological designs of four main global university rankings which serve as key prerequisites for the subsequent analyses of both the international(-isation) indicators that these rankings include and of the international ranking initiatives that focus exclusively on the international outlook of higher education institutions. In the concluding discussion, the article reveals that, due to the predominantly quantitative orientation of global university rankings (on the internationalisation of higher education), their results should not be generalised or understood as a means to improve the quality of (internationalisation of) higher education.

Ingvarson, Lawrence (2019):

Teaching standards and the promotion of quality teaching.

In: *European Journal of Education* 54 (3), S. 337–355. DOI: 10.1111/ejed.12353.

Abstract:

Several countries have been developing teaching standards for the purpose of providing recognition and more attractive career pathways to teachers who attain these standards. These initiatives aim to lift the status of teaching as a profession and to provide stronger incentives for professional learning. This article describes the work of a project at the Australian Council for Educational Research, the ACER Portfolio Project, designed to develop methods whereby teachers can demonstrate how their practice meets the Australian Professional Standards for Teachers (www.aitsl.edu.au/teach/standards) at the ‘Highly Accomplished’ level and test them in schools for their validity and feasibility. The article describes how the Project developed an assessment framework that provided a representative sample of evidence about a teacher’s practice covering the Standards, trialed portfolio tasks in schools with volunteer teachers and tested whether it was possible to train other teachers to assess their portfolio entries reliably and set standards for highly-accomplished teaching.

Joris, Margot; Agirdag, Orhan (2019):

In search of good citizenship education. A normative analysis of the International Civic and Citizenship Education Study (ICCS).

In: *European Journal of Education* 54 (2, SI), S. 287–298. DOI: 10.1111/ejed.12331.

Abstract:

In the last two decades, calls to place citizenship education (CE) at the top of national and European educational policy and research agendas have been gaining in prominence. Large-scale comparative studies, such as the International Civic and Citizenship Education Study (ICCS), are often considered the main evidence base for setting these agendas and improving CE policies and practices. This article therefore considers the ICCS study as an inherent part of the process of translating general, educational aims into curricular policies and practices of CE. However, while critical voices about comparative educational studies have become paramount, a detailed analysis of their contents, of what and how they measure and what they promote as the aims of education is often lacking. This article aims to fill this gap by analysing the main research documents, design and items of the 2009 ICCS study. To find out what ICCS promotes as the goals of citizenship education, we examined its normative assumptions in terms of qualification, socialisation and/or subjectification. Our analysis shows that the qualification and socialisation functions are dominantly validated in all aspects of the study, whilst there is only marginal attention to subjectification. This implies that ICCS misses an important potential to document and/or promote pupils becoming autonomous and critical democratic citizens, whilst this is often considered a central aim of citizenship education by policymakers, practitioners and teachers.

Kools, Marco; Gouëdard, Pierre; George, Bert; Steijn, Bram; Bekkers, Victor; Stoll, Louise (2019):

The relationship between the school as a learning organisation and staff outcomes. A case study of Wales.

In: *European Journal of Education* 54 (3), S. 426–442. DOI: 10.1111/ejed.12355.

Abstract:

Does the school as a learning organisation affect staff outcomes? This article examines the relationship between the school as a learning organisation and staff job satisfaction and the school's responsiveness to staff needs using a purposefully designed "Schools as Learning Organisations Survey" completed as part of an OECD study in Wales. A positive and significant relationship is found between the school as a learning organisation and both job satisfaction of staff—that is school leaders, teachers and teaching support staff—and the school's responsiveness to staff needs. The article proposes ways of realising these outcomes and identifies areas for further research. Policy makers, school staff and other stakeholders in education and other public sectors internationally can use these findings as supporting evidence in recommending people to develop their organisations into learning organisations, given the potential benefits for employees and the organisation at large.

Lemaître, Denis (2019):

Training engineers for innovation. Pedagogical initiatives for new challenges.

In: *European Journal of Education* 54 (4), S. 566–576. DOI: 10.1111/ejed.12365.

Abstract:

The injunction to innovate which has permeated our societies in the last few decades has had a significant impact on engineers and their training. The idea of progress has since taken a back seat to the quest for innovation which saves time, space and reduces aims to short term performance objectives. However, marked by the technologism and productivism of the 20th century, the idea of innovation has also absorbed the new principles of sustainability and responsibility which have imposed themselves upon engineering research and activities in a henceforth internationalised world. It is within this context that engineer training institutions have sought to counter the injunctions to innovation and the stresses and strains that they produce. Based on three studies carried out in Europe and in several developing countries in North Africa and South East Asia, this article examines the curricula the institutions have implemented in order to observe current trends in innovation training initiatives in relation to locally-perceived expectations and requirements. We have observed that technologism and productivism, which are still very present in the principles which guide European engineer training, are in competition with the principles of low-cost engineering which satisfies user requirements and respects environmental constraints. As for the pedagogical initiatives, the phenomena of standardisation and commodification of higher education have led to the development of active learning (projects, problem-based learning, fablabs, etc.). However, studies demonstrate that pedagogical orientation depends on how innovation is conceptualised and varies according to the scale of the educational institutions. A closer examination of the concepts of innovation reveals the epistemological issues concerning the way the engineering problems have been constructed.

Luka, Ineta (2019):

Design thinking in pedagogy. Frameworks and uses.

In: *European Journal of Education* 54 (4), S. 499–512. DOI: 10.1111/ejed.12367.

Abstract:

New learning approaches are now required to meet changing needs and develop appropriate skills and capabilities, often addressed as 21st century skills. In the last decade, design thinking has gained in popularity in higher education. This article describes the design thinking approach, its principles and models, various design thinking tools and their application in pedagogy. It presents the findings of an international study evaluating the creation and implementation of a culture-based blended-learning course for adult learners who are developing their 21st century skills by applying innovative teaching/learning methodologies, such as case studies, webquests and design thinking tools. Two hundred and twenty-seven learners participated in the course and responded to a questionnaire to evaluate the learning platform, the English course developed, the teaching/learning methodologies applied and the development of their 21st century skills applying innovative learning tools. The findings highlight the benefits of the design thinking approach to skills development and

point to the impact of the course content and layout and certain design thinking tools applied in developing 21st century skills.

Lukšik, Ivan (2019):

The effect of primary education teachers on the formation of pupil citizenship.

In: *European Journal of Education* 54 (3), S. 457–470. DOI: 10.1111/ejed.12354.

Abstract:

Decreasing levels of civic participation and political engagement are generating an interest in citizenship and citizenship education. New forms of citizenship education which go beyond traditional instruction on political institutions are being sought, such as “democratic citizenship education”, “education of, for and through democracy” and “teaching democracy”. One area which has been little investigated is primary school teachers and citizenship education. This article reports on questionnaire-based research among Slovak teachers that shows great variety in the focus of citizenship education. Teachers emphasised national pride as well as multicultural, global, regional and human rights aspects and the common good of an entity. The connections between teacher focus on citizenship education, the curricular framework, models of citizenship education and generational differences are all discussed.

Mewald, Claudia; Muerwald-Scheifinger, Elisabeth (2019):

Lesson study in teacher development. A paradigm shift from a culture of receiving to a culture of acting and reflecting.

In: *European Journal of Education* 54 (2, SI), S. 218–232. DOI: 10.1111/ejed.12335.

Abstract:

This article describes how lesson study creates a process of teacher learning whilst developing student learning through collaborative planning, guided observation and reflection. It presents a framework for conducting lesson study in a teacher development programme in Lower Austria. The role of knowledgeable others in the development of ownership for educational change towards competence-oriented teaching and learning is explored and an overview of the organisational requirements and practical effects in the implementation of professional learning communities is given. In doing so, the article sheds light on training strategies and material development. Thus, insights on a paradigm shift in teacher development towards learning focused on discourse and reflected action are presented.

Meyer, Jasmin; Strauß, Susanne (2019):

The influence of gender composition in a field of study on students’ drop-out of higher education.

In: *European Journal of Education* 54 (3), S. 443–456. DOI: 10.1111/ejed.12357.

Abstract:

Combining Tinto’s classical model of student drop-out with Kanter’s assessment of minorities, this article examines the influence of gender composition in a field of study on drop-out from higher education. Our empirical analysis is based on a sample of students who left German higher education in 2014. Our results confirm previous findings that women in gender-atypical subjects show a higher drop-out risk than their male fellow students. We assess several mechanisms which could contribute to explain this effect. Contrary to our expectations, social integration, in the sense of contact with lecturers, seems to be a protective factor for women and men in gender-atypical subjects. For women in gender-atypical fields of study, contact with peers is an additional protective factor against drop-out. The most important mechanism to explain higher education drop-out is women’s more negative self-assessment of their suitability for male-dominated subjects.

Midtsundstad, Tove (2019):

A review of the research literature on adult learning and employability.

In: *European Journal of Education* 54 (1, SI), S. 13–29. DOI: 10.1111/ejed.12321.

Abstract:

Because of rising life expectancy and declining birth rates, reducing early retirement and prolonging employees' working lives have become major goals on social policy agendas. In this context, ensuring the adaptability and employability of the existing workforce has become an important issue. The aim of this article is to conduct a review of the most recent literature on employment outcomes of adult learning. The review covers literature published in English since 2010.

Midtsundstad, Tove; Nielsen, Roy A. (2019):

Lifelong learning and the continued participation of older Norwegian adults in employment.

In: *European Journal of Education* 54 (1, SI), S. 48–59. DOI: 10.1111/ejed.12322.

Abstract:

The number of people aged 60 and over across the globe is expected to double by 2050, reaching a share of more than 20 percent of the population total. Governments are therefore taking more and more policy actions to encourage ageing workers to extend their working lives and their employers to retain them. According to the OECD lifelong learning opportunities and inclusive labour markets will be essential to ensuring that workers of all educational backgrounds have the possibility of extending their working lives. This article examines the relationship between adult education completed after age 40 and the subsequent active participation of older adults in employment, using individual register data from Statistics Norway. The results show a substantial effect of upgrading formal education on subsequent labour market participation. Overall effects are quite similar for males and females. Attaining a lower level tertiary degree has the largest impact on labour market participation both for males and females. Completing a secondary education has a strong, long term impact among males. The results suggest that facilitating access to formal education among older workers may be an important contribution to extending working lives.

O'Brien, Emma; Hamburg, Ileana (2019):

A critical review of learning approaches for entrepreneurship education in a contemporary society.

In: *European Journal of Education* 54 (4), S. 525–537. DOI: 10.1111/ejed.12369.

Abstract:

The concept of entrepreneurship has evolved significantly in the last decade and is identified as a competence rather than as a skill, comprising many different behaviours, attributes and skills, including empathy, creativity, financial literacy, taking initiatives and identifying opportunities. The Entrepcomp framework outlined by the EU Commission in 2016 highlighted that entrepreneurship focused on all aspects of society, not just business. It defined entrepreneurship as “the value that is created, financial, cultural, or social”. The importance of entrepreneurship as a key facet of life has reinvented how it should be taught, leading to collaborative pedagogical models that facilitate the exchange, flow and co-creation of knowledge between HEIs, businesses and communities. This article identifies the need for collaborative pedagogical models to develop entrepreneurial skills. It explores if a hybrid of design thinking and problem-based learning can satisfy the needs of entrepreneurship education in contemporary society.

Olaskoaga-Larrauri, Jon; Gonzalez-Laskibar, Xabier; Barrenetxea-Ayesta, Miren; Diaz-De-Basurto-Uraga, Pablo (2019):

The sign of the new millennium. Organisational changes and job satisfaction at Spanish public universities.

In: *European Journal of Education* 54 (1, SI), S. 137–150. DOI: 10.1111/ejed.12314.

Abstract:

This article describes the ramifications that recent organisational changes in the Spanish higher education sector have had on levels of job satisfaction among teaching staff. The research gathered their opinions on recent changes affecting their teaching duties, using job satisfaction scales in different areas of their academic work. The results point to a large number who claim to have seen their job satisfaction diminish over the period in which the organisational changes have taken hold. This sense of loss of job satisfaction is positively and significantly related to growing standardisation and to the erosion of the principles of collegiality, but negatively to the initiatives for improving the coordination between teaching staff and the assessment of the quality of their work.

Papanastasiou, Elena C.; Karagiorgi, Yasemina (2019):

The involvement of school teachers in research-related activities. Extent, quality and predictors.

In: *European Journal of Education* 54 (4), S. 621–634. DOI: 10.1111/ejed.12364.

Abstract:

In view of the need to develop school teachers as research-oriented professionals and the reported complexities of this endeavour internationally, this article explores teacher involvement in research-related activities in Cyprus. It aims to measure the extent and quality of such involvement and explore possible predictors. Data were collected from a sample of 420 public primary and secondary school teachers. Most respondents reported involvement in activities for the consumption of research, which was found to be related to teachers' background in research methods courses and work context (primary/secondary school). Teachers' involvement in activities for the production of research was less extensive, whilst statistical associations with the specific background variables were not traced. On the basis of the findings, recommendations for the transition towards research-oriented teachers are discussed in terms of developing research knowledge, skills and attitudes and providing supportive measures to schools.

Pavlin, Samo (2019):

Time to reconsider the strategic role of system(s) for monitoring higher education graduates' careers?

In: *European Journal of Education* 54 (2, SI), S. 261–272. DOI: 10.1111/ejed.12313.

Abstract:

The “employability” paradigm is beginning to be publicly regarded as one of the key developmental paths and “modernisation” principles of higher education institutions. In this context, the article first overviews the existing practices for tracking graduates' early careers in Europe. Next, it identifies and discusses relevant conceptual aspects for designing system(s) for tracking graduates' careers and using the results of graduate studies. This includes understanding and interpreting employability, possible societal tensions surrounding higher education when seeking to support the needs of graduates, employers or initiating new “professional projects”, and the development of disciplinary assumptions about career success. Third, based on the results of a national survey among higher education institutions in Slovenia, it explores institutional views related to establishing systems for monitoring graduates' “employability”. Understanding higher education institutions' attitudes and capacities towards monitoring the employability of their graduates is important for the success of tracking surveys in terms of their involvement in the collection of data, adapting the research instrument to reflect possible disciplinary particularities and the use of survey results. By combining the institutional perspective with the previously elaborated conceptual framework, the article calls on higher education stakeholders to support the strategic function of career monitoring systems for exploring new professional opportunities of graduates in the context of broader societal and economic developments.

Pedaste, Margus; Leijen, Äli; Poom-Valickis, Katrin; Eisenschmidt, Eve (2019):

Teacher professional standards to support teacher quality and learning in Estonia.

In: *European Journal of Education* 54 (3), S. 389–399. DOI: 10.1111/ejed.12346.

Abstract:

In the modern world, teachers are expected to be 'learning professionals' who constantly expand their knowledge and skills and share both practical and theoretical insights in a community of colleagues. Teacher professional competence-based standards could be an instrument to support teachers' professional learning if they are integrated with broader assessment and evaluation frameworks and if their evaluation, professional development and career advancement are in line with the standards. In Estonia, teacher professional standards were first developed in 2005. Currently, they support initial teacher education, the evaluation of teacher competences and the design of continuous professional learning. They also allow teachers to progress to the senior teacher and master teacher qualification level. According to our findings, the standards are successfully used to design pre-service education and award certificates at the end of the studies. However, they do not support building the teachers' career ladder and only in some schools do they support planning of professional learning. In this article, we give an overview of the changes in the professional standards of teachers in Estonia and analyse why they have not found the desired degree of use in teachers' career advancement and professional development in the school context and why they have not had a significant effect on teacher status in society.

Raimondi, Erica; Vergolini, Loris (2019):

Everyone in school. The effects of compulsory schooling age on drop-out and completion rates.

In: *European Journal of Education* 54 (3), S. 471–490. DOI: 10.1111/ejed.12356.

Abstract:

This article analyses the effect of the Berlinguer reform that was introduced in Italy in 1999 and increased compulsory schooling from eight to nine years. Hence, students had to attend school until the age of 15 instead of 14 that was required at the time and therefore to attend at least one year of upper secondary school (for pupils with a regular career). Using data from the Labour Force Surveys (1993–2010) and applying counterfactual time series and segmented regressions, we evaluate the effect of the reform on attendance and graduation rates. The results show that prolonging compulsory education encouraged a larger share of 16-year-olds to stay in school, especially those who were judged more at risk with less educated parents and with parents with a low occupational status. However, at age 17, part of the effect had already vanished and no effect was found on graduation rates. The compulsory schooling policy may have been more effective in adjusting the legislation to already existing student behaviour than in producing relevant changes in educational decisions.

Ruano-Borbalan, Jean-Claude (2019):

Pluridisciplinary programmes for innovation. Realities and limits of a promising form of learning.

In: *European Journal of Education* 54 (4), S. 538–551. DOI: 10.1111/ejed.12370.

Abstract:

Higher education has adopted an innovation imperative that has driven significant transformations in the sector. A new kind of learning programme, based on problem-solving, design thinking, creativity and "pluridisciplinarity" has emerged in the last two decades and become an emblematic form of learning to cope with current "complex" economic and societal problems by examining their roots at ground level. The French case study allows one to understand the distance between general policy orientations for innovation and actors' capacity and the need to take into account the local context.

Runesson Kempe, Ulla (2019):

Teachers and researchers in collaboration. A possibility to overcome the research-practice gap?

In: *European Journal of Education* 54 (2, SI), S. 250–260. DOI: 10.1111/ejed.12336.

Abstract:

Taking as its point of departure the discussion about the disconnection between research and practice, this article presents learning study as a research approach to overcoming this gap. Learning study has commonalities with design research and lesson study, but is a teacher-researcher collaboration where both have a common object of research. Thus, it is research with teachers, rather than on teachers and focuses on constructing knowledge concerning objects of learning as well as teaching-learning relationships. The focus of the research collaboration is professional problems related to the object of learning that teachers encounter in their everyday practice. The process is guided by a theory of learning and pedagogy-the

variation theory. The knowledge product of learning study is a theoretical description of what must be learned in order to develop a specific capability. Examples of knowledge contributions from learning study are given and it is suggested that such knowledge can be considered to be public knowledge that can be shared, used and developed by other teachers in other contexts. Furthermore, it is suggested that there are specific features of learning study that make it a research approach that may strengthen connections between research and practice.

Salajan, Florin D. (2019):

Building a policy space via mainstreaming ICT in European education. The European Digital Education Area (re)visited.

In: *European Journal of Education* 54 (4), S. 591–604. DOI: 10.1111/ejed.12362.

Abstract:

This article examines the ideational construction and definition of the European Digital Education Area (EDEA) as a policy space and mechanism for the mainstreaming of digital technologies in Europe's education and training systems. It revisits the foundational pillars on which it is premised, proposed in a previous iteration of the concept: formal legislation, mainstreaming of digital education actions and interlinked networks of practice. Employing a mixed methods approach, involving discourse analysis of key policy documents enacted over the past two decades, an online survey of ICT project coordinators under the Lifelong Learning Programme, and interviews with policy officers at the European Commission, the study reinforces the structure and utility of the EDEA for ICT diffusion in education. It argues for its formal acknowledgment as a political priority and key policy area enforceable through instruments similar to those existing under the Bologna Process for a coherent, concerted and strategic approach to digital education at EU level.

Serrano, Dolores R.; Auxiliadora Dea-Ayuela, Maria; Gonzalez-Burgos, Elena; Serrano-Gil, Alfonso; Lalatsa, Aikaterini (2019):

Technology-enhanced learning in higher education. How to enhance student engagement through blended learning.

In: *European Journal of Education* 54 (2, SI), S. 273–286. DOI: 10.1111/ejed.12330.

Abstract:

Blended learning has risen in popularity in the last two decades as it has been shown to be an effective approach for accommodating an increasingly diverse student population in higher education and enriching the learning environment by incorporating online teaching resources. Blending significant elements of the learning environment such as face-to-face, online and self-paced learning leads to better student experiences and outcomes and more efficient teaching and course management practices if combined appropriately. Hence, an appropriate systematic and dynamic approach of blended learning design is crucial for a positive outcome, starting with planning for integrating blended elements into a course and creating blended activities and implementing them. Evaluating their effectiveness and knowing in which environments they work better and improving the blended activities designed from both the student's and instructor's perspective are critical for the next delivery of the course. This article aims to increase awareness of higher education educators about how traditional face-to-face learning can be transformed into blended courses so as to develop student engagement with both in-class and online approaches, whilst being time effective for the instructor.

Snoek, Marco; Dengerink, Jurriën; Wit, Bas de (2019):

Reframing the teacher profession as a dynamic multifaceted profession. A wider perspective on teacher quality and teacher competence frameworks.

In: *European Journal of Education* 54 (3), S. 413–425. DOI: 10.1111/ejed.12350.

Abstract:

Many countries in Europe use some kind of competence framework to define the quality of teachers. They typically formulate one level of teaching quality which defines the competence level that teachers must have acquired after completing initial teacher education. In addition, most countries provide limited career structures that define career opportunities within the teacher profession itself, resulting in a profession where often the only option for career

progression is to move to leadership positions. Competence frameworks that create opportunities for vertical and horizontal career structures can make being a teacher a more attractive profession. They offer teachers opportunities for 'career crafting' and professional growth and supply school leaders with tools for more elaborate career guidance. In this article, we present a framework that was developed in the Netherlands to support teacher growth and teachers' career development. It has been used as a starting point for creating a shared language and understanding of the teacher profession and as a catalyst for dialogue between teachers and school leaders on professional growth. We elaborate the main characteristics of the resulting model, its limitations, the feedback that has been collected and how this feedback has been incorporated in how the model is used and discussed by teachers, school leaders and teacher education institutes. Finally, we argue that the strength of the framework can be explained by the way it acts as a boundary object, inspiring mutual learning and dialogue between different activity systems (of teachers, school leaders and teacher educators).

Symeonidis, Vasileios (2019):

Teacher competence frameworks in Hungary. A case study on the continuum of teacher learning.

In: *European Journal of Education* 54 (3), S. 400–412. DOI: 10.1111/ejed.12347.

Abstract:

The aim of this article is to examine the development and implementation of teacher competence frameworks in Hungary. Supported by European structural funds, Hungary introduced a teacher competence framework for initial teacher education in 2006 and another for the career promotion and appraisal of teachers in 2013. Employing the process tracing method, the article follows the evolution of teacher competence frameworks over time, based on a document analysis and expert interviews with policy officials and teacher educators. Findings show that the Hungarian teacher competence frameworks evolved as an outcome of a broader Europeanisation process in teacher education, on the one hand, and of internal political priorities, on the other. Strong political commitment was often linked to weak implementation capacities, so that dissatisfaction was created on the side of teachers. Depending on the way local actors use these frameworks, some perceive it as a way of limiting teacher autonomy, whilst others feel it promotes teacher professionalism.

Terkowsky, Claudius; Frye, Silke; May, Dominik (2019):

Online engineering education for manufacturing technology. Is a remote experiment a suitable tool to teach competences for "Working 4.0"?

In: *European Journal of Education* 54 (4), S. 577–590. DOI: 10.1111/ejed.12368.

Abstract:

The demands of modern industry contexts (so-called Industry 4.0) are going to reshape the working world of future engineers. It seems obvious that these technological developments will affect higher education institutions with increasing intensity. For years, there has been a vivid discussion on the IT competences, which need to be developed by students in order to face emerging technology changes. To tackle the question regarding industry expectations towards future engineers, in this article a remote laboratory at a German university is analysed to identify potentials for future-oriented teaching and learning in the light of the required competences for "Working 4.0". Current scientific studies and industry agendas about Working 4.0 competences are identified, connected learning objectives are derived and the focused remote laboratory is linked to these objectives. As a result, it can be shown that this educational setting has the potential to reflect the complexity of Working 4.0. However, the results also show that the examined laboratory addresses only some of the competences in the context of Industry 4.0. Furthermore, it is argued in how far industry demands serve as the only basis for educational development efforts. The scientific studies and the industry agenda offer a limited and more political perspective on educational development. Nevertheless, based on the research in this article, it can be argued that remote labs (and online labs in general) have the potential to lift traditional laboratory-based engineering education to a modern engineering education 4.0.

Vukasovic, Martina; Birkholz, Julie; Brankovic, Jelena (2019):

Is the Europe of Knowledge the talk of the town? Exploring how members of the European Parliament refer to higher education.

In: *European Journal of Education* 54 (1, SI), S. 103–116. DOI: 10.1111/ejed.12329.

Abstract:

While the European Parliament is increasingly involved in EU governance, its role in policy developments in domains of strategic importance for the EU has not been the focus of many studies. In this article, we analyse a new digital dataset containing more than 10,000 speeches delivered in the European Parliament plenary between 1999 and 2014 and identify patterns related to temporal increase or decrease in the Parliament's focus on higher education, the topics linked to higher education discussions and patterns concerning the country and party group affiliation of the European Parliament members who speak about higher education. Our findings suggest that the total number of speeches, either specifically dedicated to higher education, or mentioning higher education when addressing other issues, did increase over time and particularly during the adoption of action programmes and related budgetary decision. Furthermore, higher education was less referred to in the Parliament speeches as a stand-alone issue than in relation to other policy areas in which the EU has strong jurisdiction. Finally, our findings indicate that the variance in whether a Member of the European Parliament speaks about higher education is more closely linked to country of origin than party affiliation, highlighting the persistent national dimension of higher education discussions at the European level. These findings attest to the increasing - yet largely overlooked - role of the European Parliament in higher education policy making.

Specials

Day, Christopher (2019):

What is teaching about? Professionalism and the limitations of standards and competences.

[Thought Piece]. In: *European Journal of Education* 54 (3), S. 315–318. DOI: 10.1111/ejed.12348.

Gordon Győri, János (2019):

Lesson and learning studies. An edifying story.

[Erratum]. In: *European Journal of Education* 54 (3), S. 491. DOI: 10.1111/ejed.12360.

Abstract:

In the paper "Lesson and learning studies—An edifying story", by Győri JG. *Eur J Educ.* 2019; 54:167–174. <https://doi.org/10.1111/ejed.12338> [In Citavi anzeigen], the author name has been corrected and was changed to János Gordon Győri instead of Gordon Győri János in the online version.

Istance, David (2019):

Seniors' learning.

[Thought Piece]. In: *European Journal of Education* 54 (1, SI), S. 9–12. DOI: 10.1111/ejed.12317.

Michel, Alain (2019):

What is teaching for?

[Thought Piece]. In: *European Journal of Education* 54 (3), S. 319–322. DOI: 10.1111/ejed.12358.

Schuller, Tom (2019):

Active ageing and older learners. Trajectories and outcomes.

[Thought Piece]. In: *European Journal of Education* 54 (1, SI), S. 5–8. DOI: 10.1111/ejed.12316.

Editorials

Klemenčič, Manja (2019):

20 Years of the Bologna Process in a Global Setting. The external dimension of the Bologna Process revisited.

[Editorial]. In: *European Journal of Higher Education* 9 (1), S. 2–6. DOI: 10.1080/21568235.2019.1570670.

Abstract:

Introduction to the Special Issue "Twenty Years of the Bologna Process - reflecting on its global strategy from the perspective of motivations and external responses"

Klemenčič, Manja (2019):

Editorial.

[Editorial]. In: *European Journal of Higher Education* 9 (3), S. 243. DOI: 10.1080/21568235.2019.1636530.

Klemenčič, Manja (2019):

Editorial announcement. New Associate Editors and Editorial Board changes.

[Editorial]. In: *European Journal of Higher Education* 9 (1), S. 1. DOI: 10.1080/21568235.2019.1570672.

Melo-Pfeifer, Sílvia; Yanaprasart, Patchareerat (2019):

Introduction: Plurilingual expatriate teachers in higher education.

[Introduction]. In: *European Journal of Higher Education* 9 (3), S. 244–251. DOI: 10.1080/21568235.2019.1597748.

Abstract:

Introduction to the Special Issue "Plurilingual expatriate teachers in Higher Education. Roles and impacts"

Higher education institutions have been progressively dealing with issues related to the internationalization of their faculties, in order to increase their position in rankings and their attractiveness in a high competitive market. In such a context, institutions are expected to recruit international students and teachers. This special issue focus on the roles and the impacts of plurilingual expatriate teachers in Higher Education as perceived and described by institutions, colleagues and students, in different contexts (Canada, Germany, Italy, Luxembourg, The Netherlands, Portugal and Switzerland). Under the label 'international', synonymous with modernity and attractiveness, English, often portrayed as 'the language of internationalization'. The aim of this special issue is to pay a closer look not only on the policy of English as academia lingua franca, but also on other linguistic contexts and constellations.

Original Articles

Aarnikoivu, Melina; Nokkala, Terhi; Siekkinen, Taru; Kuoppala, Kari; Pekkola, Elias (2019):

Working outside academia? Perceptions of early-career, fixed-term researchers on changing careers.

In: *European Journal of Higher Education* 9 (2), S. 172–189. DOI: 10.1080/21568235.2018.1548941.

Abstract:

This article examines the perceptions of early-career, fixed-term researchers in Finnish universities towards changing careers. It maps out the reasons this group has considered the change and where they see themselves in five years. As a theoretical framework, a synthesis of variables related to career change, created by Ryan, Healy, and Sullivan [2012. "Oh, Won't You Stay? Predictors of Faculty Intent to Leave a Public University." *Higher Education* 63: 421–437.], was used. The results show that the most common reasons for early-career researchers to change careers are job-security related stress, job-related dissatisfaction, and salary. Over half of the respondents would like to work at a university in five years; however, half of the respondents would also be happy to work in industry. Further examination of the responses highlighted the polarisation of those academics who were optimistic about their future employment opportunities in academia and those with highly pessimistic outlooks. The results of the study bear crucial importance when addressing the current discussion and issues related to the career paths of early-career researchers in Europe.

Alemu, Sintayehu Kassaye (2019):

African higher education and the Bologna Process.

In: *European Journal of Higher Education* 9 (1), S. 118–132. DOI: 10.1080/21568235.2018.1561313.

Abstract:

Since recently, the Bologna Process has been extending into Africa through the European 'external dimension' and the African lure as a model of higher education reform. The Bologna Process tools and methods are travelling beyond Europe in the form of an 'à-la carte' or as a wholesale model or both. Two contradicting views are in motion about the arrival of the Bologna Process in Africa: as a significant reform model opportunity and as a return to colonialism. However, due to internal and external factors, the extension and impact of the Bologna Process in African higher education is limited. The aim of this article is thus to analyze how the Bologna Process infiltrated and its level of impact on the African higher education reforms. The paper is developed through a qualitative analysis of primary and secondary sources.

Asderaki, Foteini (2019):

Researching the European Higher Education Area external effectiveness. Regime complexity and interplay.

In: *European Journal of Higher Education* 9 (1), S. 40–57. DOI: 10.1080/21568235.2018.1562951.

Abstract:

The European Higher Education Area (EHEA) constitutes an international regime which attempts to solve intra-European problems, as well as to respond to global challenges. Using the regime complexity approach, this article investigates the external effectiveness of the EHEA, which refers to its ability to play a key-role in the Higher Education (HE) regime complex consisting of overlapping and non-hierarchical institutions governing this area. It is also related to the EHEA capacity to become a co-shaper of an emerging global HE agenda and governance architecture as well as to influence policy outcomes and tools embedded in the world order settings. Taking into consideration the leading role of EU within the EHEA our analysis demonstrates that EHEA/EU employs an interplay management strategy aiming to promote and co-shape the HE global order.

Cabanda, Exequiel; Tan, Ee Siong; Chou, Meng-Hsuan (2019):

Higher education regionalism in Asia. What implications for Europe?

In: *European Journal of Higher Education* 9 (1), S. 87–101. DOI: 10.1080/21568235.2018.1561310.

Abstract:

Studies of regionalism – intra and comparative regionalism – have often used the European experience to explain the emergence and evolution of regionalisms in other parts of the world. This tendency in approaching the European experience as explanatory has permeated sector-specific developments. In this article, we consider the developments in higher education to examine the purported influence that Europe's Bologna Process has had on other regional initiatives. Taking the case of the Asian Universities Alliance (AUA), we delineate the narratives from the actors involved in this initiative to show how they initially perceived and conceptualized higher education cooperation in the Asia region. Applying higher education regionalism framework, we show how AUA actors designed higher education regionalism in Asia independent from Europe's influence. We conclude with the potential implications that AUA's emergence has for Europe, taking into consideration the growing influence of China in developing higher education regionalisms in Asia.

Duarte, Joana; van der Ploeg, Mara (2019):

Plurilingual lecturers in English medium instruction in the Netherlands. The key to plurilingual approaches in higher education?

In: *European Journal of Higher Education* 9 (3), S. 268–284. DOI: 10.1080/21568235.2019.1602476.

Abstract:

Recent research calls for a re-structuring of higher education (HE) beyond English medium orientations by acknowledging the plurilingual resources of students and lecturers. In the Netherlands there is a rapid rise in plurilingual lecturers. The central question is to what extent these lecturers make use of their plurilingual resources for teaching within EMI and in what ways they can contribute to making EMI more plurilingual. This mixed-methods study aims at addressing this issue from the perspective of the lecturers. Based on 54 surveys and 20 qualitative interviews, it explores how Dutch-speaking and plurilingual lecturers use their plurilingual resources in EMI. Overall, whereas the plurilingual lecturers engaged more frequently in plurilingual practices in their lectures, Dutch-speaking lecturers were mostly concerned with the status and the level of proficiency in the Dutch language and often followed a strict interpretation of official language policies which limited their engagement with students' plurilingual resources. The study highlights the ways in which plurilingual lecturers can contribute to a shift within EMI towards acknowledging and using the plurilingual resources of both lecturers and students.

Hartwell, Laura M.; Ounoughi, Samia (2019):

Expanding the comfort zones. Divergent practices of host and international university students.

In: *European Journal of Higher Education* 9 (4), S. 377–392. DOI: 10.1080/21568235.2019.1643755.

Abstract:

Host and international students evolve side-by side within the expanding internationalization of higher education. This study takes the complementary perspective of analysing 1,900 host and international students' experiences at a high-ranking research university in France. We analyse and compare the mobility, language practices and practices related to university life of these two populations interacting within a common higher education setting. Despite common needs of language skills for professional needs, our results demonstrate significant differences in their declared concerns and practices, suggesting that each population remains largely within their diverging 'comfort zones'. We find a lack of social interaction between host and international students, producing a two-way deficit, where many host students miss an opportunity to benefit from practicing foreign languages and discovering new socio-cultural perspectives, while many international students miss an opportunity for local social and institutional support, known to reduce stress. We conclude with suggestions for adapting university policies to remedy this deficiency.

Jokila, Suvi; Kallo, Johanna; Mikkilä-Erdmann, Mirjamaija (2019):

From crisis to opportunities. Justifying and persuading national policy for international student recruitment.

In: *European Journal of Higher Education* 9 (4), S. 393–411. DOI: 10.1080/21568235.2019.1623703.

Abstract:

Globalisation has transformed the field of higher education by increasing flows of mobile students. This has had significant repercussions not only for countries that take advantage of the expansion of exports of English-medium programmes but also for countries that have not risen to prominent positions in the global education market, such as non-English-speaking Nordic countries. In over thirty years, Finland, which is the focus of this article, has considerably expanded its provision of English-medium programmes in universities. However, the challenges of international student recruitment have persisted despite ambitious strategies. The aim of this study is to analyse the justifications and persuasion strategies used in national policy texts for recruitment initiatives. The data consist of key internationalisation strategies from the Ministry of Education and Culture (MEC) from 2001 to 2017. Findings suggest that the main persuasion devices in the strategies manifest a significant shift from neoliberally toned crisis talk to opportunity rhetoric. This study will broaden the horizons of analysis by going beyond the rationales for recruiting international students in a country that is in the process of finding and consolidating its position in the widening markets of higher education.

King, Conrad (2019):

Internationalisation of higher education in a Canadian context. Responses to the Bologna Process from Canadian universities.

In: *European Journal of Higher Education* 9 (1), S. 58–72. DOI: 10.1080/21568235.2018.1561311.

Abstract:

Universities in Canada have been highly engaged with internationalisation – concurrent with the Bologna Process in Europe – yet appear only marginally influenced by the ‘external’ Europeanisation of higher education. This paper examines the intersection of these processes: Has the Europeanisation of higher education influenced the internationalisation of Canadian higher education? Evidence indicates that the influence of the Bologna Process in Canada has been slight. Aside of a brief period of reflection just prior to the ‘completion’ of the European Higher Education Area in 2010, few policy actors in Canadian higher education have seriously considered the impacts of Bologna. In Canada, internationalisation has focused on Asia and inbound student mobility, with perspectives on Europe comparatively limited to research collaboration, faculty mobility, and small-scale (outbound) student exchange programmes. Based on document analysis and survey data, this paper argues that the dearth of Europeanisation in Canadian higher education has more to do with domestic dynamics than a weak externalisation of the Bologna Process. The political structure and organisational culture of Canadian higher education is much different than that of Europe, such that the internationalisation strategies employed in Canadian higher education tend to neglect Europe and the Europeanisation of higher education.

Knoerr, Hélène (2019):

Teaching university in a second language. What are the impacts on professors’ academic roles and identities?

In: *European Journal of Higher Education* 9 (3), S. 285–299. DOI: 10.1080/21568235.2019.1602477.

Abstract:

As an officially bilingual institution, the University of Ottawa, the world's largest bilingual French/ English university, requires that some of its professors teach in their second language. Although the needs of students studying in their second language are well documented, very little is known about the experience of professors who teach in their second language. It is therefore important to study the impact of this situation on professors’ academic roles and identities in order to understand their needs.

We interviewed forty-two University of Ottawa professors who teach or have taught in their second language about the professional, personal, and emotional impact of this situation. We analyzed the interviews using a mixed methodology. This paper presents the preliminary findings from the twenty-one Francophone professors who teach in English regarding the

impact of this situation: although their linguistic and cultural identities are not affected, their emotional selves, their academic identities and their professional roles are significantly impacted.

Lee, Soo Jeung; Müller, Lars (2019):

Institutional stratification and its effects on wages of higher education graduates in Germany and South Korea.

In: *European Journal of Higher Education* 9 (4), S. 433–451. DOI: 10.1080/21568235.2019.1666290.

Abstract:

This study analyses the effects of institutional stratification in higher education systems on graduates' wages in engineering fields in Germany and Korea. We use survey data from the Korean 2013 Graduates Occupational Mobility Survey (GOMS) and the German 2013 Graduate Survey Cooperation Project (KOAB). For Korea, where the higher education system is hierarchically stratified by reputation, the study found clear effects of institutional stratification on graduates' wages. For Germany, where the higher education system is primarily stratified horizontally by type of university and only lightly stratified hierarchically by reputation (although strategic networks are gradually changing this situation), the study found weak effects of institutional stratification on graduates' wages. The study concludes that institutional stratification affects wages across different higher education systems, although to different degrees.

Lourenço, Mónica; Pinto, Susana (2019):

Expatriate and home teachers' beliefs about English-medium instruction at a Portuguese university.

In: *European Journal of Higher Education* 9 (3), S. 252–267. DOI: 10.1080/21568235.2019.1597750.

Abstract:

English-medium instruction (EMI) has been growing rapidly in higher education institutions worldwide as one of the chief language policy initiatives related to internationalisation. Acknowledging the centrality of teachers in EMI implementation and their role as micro-level actors in language policy and planning, this paper sets out to identify, compare and discuss expatriate and home teachers' beliefs concerning the benefits and challenges of EMI. To address these aims, an exploratory qualitative study was conducted at a Portuguese higher education institution. Data was collected through a structured questionnaire, which included closed and open-ended questions and submitted to statistical and content analysis. Results suggest that expatriate and home teachers have similar beliefs concerning the challenges of EMI. Still, regarding benefits, expatriate teachers seem to have a more 'educationalist' perspective of EMI, whereas home teachers seem to focus on its economic benefits. Implications of these findings for institutional language policy and planning are discussed.

Magnússon, Gunnlaugur; Rytzler, Johannes (2019):

Approaching higher education with Didaktik. University teaching for intellectual emancipation.

In: *European Journal of Higher Education* 9 (2), S. 190–202. DOI: 10.1080/21568235.2018.1515030.

Abstract:

European higher education has been highly influenced by the Bologna-process, entailing coordination and standardisation from policy to teaching practices. This led to increased demands on university teachers. Courses in university pedagogy are required as part of competence development and have become decisive for employment. Constructive Alignment has become a popular model, being in line with Bologna-process ideals. Emerging is an instrumental view of higher education that risks excavating university pedagogy of its pedagogical dimensions and reducing the autonomy of the university teachers with focus on standardisation and emphasis on effective output.

This paper proposes a Didaktik-approach to university pedagogy. We argue that Didaktik can help revive relational and emancipatory elements of higher education. By viewing the relationship between teachers and students as a gathering around common interests, we maintain that Didaktik emphasises teachers' reflections regarding the subject, the students, and other educational dimensions.

Moscovitz, Hannah; Zahavi, Hila (2019):

The Bologna Process as a foreign policy endeavour. Motivations and reactions to the externalisation of European higher education.

In: *European Journal of Higher Education* 9 (1), S. 7–22. DOI: 10.1080/21568235.2018.1561316.

Abstract:

As the Bologna Process reaches its twenty-year mark, reflecting on its global influence is of particular value. This special issue aims to take stock of the Bologna Process' international function by critically examining the motivations and interests behind its 'global strategy' as well as scrutinising how the reform has been perceived and applied beyond Europe. The issue offers a 'bi-directional' perspective on the externalisation of the Bologna Process by examining both motivations behind it (with a particular focus on the EU as a leading actor) and global responses to it. This introductory article sets the stage for this discussion by unpacking the relevant literature related to the Bologna Process and its global strategy, providing both a contextual and theoretical background to the ensuing contributions. The article considers the Bologna Process through a foreign policy lens by revealing the underlying EU interests tied to the reforms, and higher education policy more broadly. Through this perspective, the article aims to launch a discussion on higher education as a foreign policy tool and the wider implications for EU policy and global higher education.

Platonova, Daria (2019):

The differential effect of state and market on the higher education landscape in Belarus and Russia. Soviet-type division and bifurcation.

In: *European Journal of Higher Education* 9 (4), S. 412–432. DOI: 10.1080/21568235.2019.1643754.

Abstract:

This study addresses the lack of studies of diversity in post-Soviet higher education systems. It aims to examine institutional diversity in two post-Soviet countries as the result of higher state and market forces in the context of high-participation systems of higher education. The 'enrollment economy' has become the most powerful signal for higher education institutions in both countries. However, in Belarus, the conservative position of both the state and organizations, mitigates the effects of market-driven signals. The study reveals bifurcation as the key process distinguishing Russian higher education from Belarusian. While still in Russia middle-layer HEIs are not capable of changes in sectoral identity locked-in by the Soviet model.

Raaheim, Arild; Mathiassen, Ketil; Moen, Vegard; Lona, Irene; Gynnild, Vidar; Bunæs, Bente Ringlund; Hasle, Emil Trygve (2019):

Digital assessment – how does it challenge local practices and national law? A Norwegian case study.

In: *European Journal of Higher Education* 9 (2), S. 219–231. DOI: 10.1080/21568235.2018.1541420.

Abstract:

The traditional exam has a strong holding within Norwegian higher education and is very often the preferred way of assessing students. Digital technology opens up for alternatives to the traditional exam, but so far focus has predominantly been on exchanging pen and paper with personal computers within the traditional framework. Digital alternatives may come in conflict with existing law governing teaching and assessment at university, as the law was written at a time when digital technology did not exist. We present data from a workshop in which 48 individuals from 11 institutions, academics as well as administration, were asked to identify and discuss challenges related to the introduction of digital alternatives. A case study strategy was considered appropriate as this gave us the opportunity to collect information from representatives from many universities and university colleges across Norway. Lack of knowledge about alternatives to the traditional exam, and lack of knowledge as to how digital technology may be used in assessing students were the kind of challenges most often mentioned. Assessment practices may be rooted in an assessment policy, but data from a survey (29% response rate) indicate that there is little awareness concerning this issue within Norwegian higher education institutions.

Sanz-Menéndez, Luis; Cruz-Castro, Laura (2019):

University academics' preferences for hiring and promotion systems.

In: *European Journal of Higher Education* 9 (2), S. 153–171. DOI: 10.1080/21568235.2018.1515029.

Abstract:

Academic employment systems have recently been subjected to policy-driven changes in many countries, but the university sector is still governed by collegial dynamics in which academics' views and attitudes are important. The present study, based on data from questionnaire survey responses from 4460 faculty members in public universities in Spain, attempts to account for the preferences of academics for the current system of accreditation for hiring and promotion. Following two previous reforms and more than ten years of operation of the accreditation system, over fifty per cent of academics would prefer a different model for hiring and promotion. We identify four sets of explanatory factors linked to: academics' self-interest, beliefs and values, personal experience and learning, and socialization and institutional factors. We find that academics' preferences are neither solely nor primarily explained by their career advancement interests. Our results show that preferences regarding the hiring and promotion systems are strongly associated with a set of beliefs and values, especially the belief in the relative suitability of accreditation to guarantee merit-based selection.

Shannon, William; Doidge, Mathew; Holland, Martin (2019):

A clash of internationalizations. New Zealand and the Bologna Process.

In: *European Journal of Higher Education* 9 (1), S. 73–86. DOI: 10.1080/21568235.2018.1561312.

Abstract:

In this paper we examine the normative and strategic impact of the Bologna Process on the New Zealand University system. We argue that, from a normative perspective, Bologna has not resulted in substantive change. Nevertheless, a specific, if low-level, normative response has been evident, driven by perceived market incentives and the market-based norms that underpin higher education and internationalization strategies in the New Zealand context. We contend that this response necessitates a conceptual extension of the normative power framework. From a strategic perspective, we consider the extent to which Bologna has succeeded in making Europe a geographic focus in New Zealand University internationalization strategies. In this respect, we find strategic priorities lie elsewhere, again reflecting the competitive market-based norms that underpin higher education in New Zealand.

Skaniakos, Terhi; Honkimäki, Sanna; Kallio, Eeva; Nissinen, Kari; Tynjälä, Päivi (2019):

Study guidance experiences, study progress, and perceived learning outcomes of Finnish university students.

In: *European Journal of Higher Education* 9 (2), S. 203–218. DOI: 10.1080/21568235.2018.1475247.

Abstract:

In recent decades, the massification and diversification of higher education have generated new challenges for the guidance of university students. The present study focuses on students' experiences of guidance in relation to their study progress and perceptions of their learning outcomes. The data (n = 4916) were collected from 2010–2013 through yearly Internet surveys whose targeted respondents were the students of a Finnish University. According to the results, general study guidance was a very strong predictor of students' self-assessed development of their academic and generic skills as well as working life orientation. It also decreased the probability of slow progress in studies. Significant differences between disciplines were found: the Faculty of Education outperformed other faculties in regard to students' satisfaction with the guidance and the students' evaluations of their own learning outcomes. The main result of the study is that guidance can play a significant role in students' academic success.

Soppe, K. F. B.; Wubbels, T.; Leplaa, H. J.; Klugkist, I.; Wijngaards-de Meij, L. D. N. V. (2019):

Do they match? Prospective students' experiences with choosing university programmes.

In: *European Journal of Higher Education* 9 (4), S. 359–376. DOI: 10.1080/21568235.2019.1650088.

Abstract:

When transitioning from high school to university, young people must choose a programme that fits them. We argue that prospective students who can test this fit before starting the programme, will make a better choice. We propose an integrated framework where testing person-environment fit on ability beliefs, interests and sense of belonging possibly contributes to making the right choice. Dutch matching procedures are supposed to serve as a fit-test for prospective students choosing a university programme. 61 prospective students at four Dutch universities were interviewed on the role of matching in their programme choice. Different elements of matching appear to allow for testing fit but vary in which aspects of fit can be tested and the impact they have. It can be cautiously stated that the more aspects of fit that can be tested, the more a matching procedure impacts prospective students' final programme choice.

Stratilaki-Klein, Sofia (2019):

Dynamic conceptions of plurilingual and intercultural competence in the multilingual environment of Luxembourg.

In: *European Journal of Higher Education* 9 (3), S. 300–314. DOI: 10.1080/21568235.2019.1623705.

Abstract:

Contemporary education systems, particularly in European societies, are characterized by different forms of plurality: plurality of cultural references, in terms of values and principles, languages and visions of multilingualism. In this article, we argue that these different forms of plurality are important in many respects for teachers and students in the multilingual environment of the University of Luxembourg, as both social actors have a complex experience of language forms and uses. Even if this experience naturally differs from one social actor to another, we try to gain a more comprehensive understanding of the perceptions of plurilingual and intercultural competence, professional identity and teaching practices of a group of students and teachers. The plurilingual speaker is comprehended as a social actor, whose resources constitute linguistic, symbolic and cultural capital, and take different values in different contexts. Influential concepts are discussed in terms of their significance for a reorientation of multilingual education.

Tight, Malcolm (2019):

Systematic reviews and meta-analyses of higher education research.

In: *European Journal of Higher Education* 9 (2), S. 133–152. DOI: 10.1080/21568235.2018.1541752.

Abstract:

Higher education research, while a specialist and late developing field, has reached a level of maturity such that researchers have recently been endeavouring to summarize and synthesize what has been learnt. This article identifies and analyses many of the systematic reviews and meta-analyses of areas or aspects of higher education research that have been carried out. It demonstrates the breadth and depth of higher education research, charting how much we have learnt, what the particular foci of attention have been, and suggests – by the absence of analysis – which areas may need more attention.

Yanaprasart, Patchareerat; Melo-Pfeifer, Sílvia (2019):

Students' perceptions of authenticity of plurilingual non-native teachers in multilingual higher education settings. An exploratory and comparative case study of Geneva and Hamburg.

In: *European Journal of Higher Education* 9 (3), S. 327–342. DOI: 10.1080/21568235.2019.1597749.

Abstract:

This paper addresses the issue of students' perceptions of non-native teacher authenticity, combining the literature accounts of authenticity in the fields of foreign language learning, and teacher authenticity (both teachers' skills and teachers' linguistic resources). The data Analysis from an exploratory and comparative angle, involving two European Higher Education Institutions, reveals that: (i) assessing plurilingual teachers whose mother tongue is not the language of instruction is contextually, institutionally and disciplinarily bound; (ii) students are aware of the constraints and

opportunities related to the teaching situation and are willing to sacrifice some 'correctness' in order to gain in multilingual and intercultural 'depth'.

Zahavi, Hila (2019):

The Bologna Process in Israel as a reflection of EU-Israel relations.

In: *European Journal of Higher Education* 9 (1), S. 102–117. DOI: 10.1080/21568235.2018.1561315.

Abstract:

The objective of this article is to examine the Israeli perceptions towards the Bologna Process as well as outline its reactions to it. Specifically, the article investigates the landscape of interests among Israeli policy-makers (from both political and institutional levels) in relation to the European higher education reforms. Through interviews with policy-makers and a qualitative analysis of official documents and political discussions, the article also follows how the response to Bologna in Israel has developed, and how the Bologna Process was perceived in Israel. Relying on the theoretical frameworks of normative power and external perceptions, the article elaborates how the Bologna Process' trajectory in Israel reflects a wider picture of EU-Israeli relations, and Israeli perceptions of Europe and the EU. The study contributes to the discussion of the use of European higher education policies as a tool in foreign policy, as part of the tool kit of Europe's normative power. Thus, the article calls to enhance research of higher education and other 'soft policy' areas in the study of foreign policy and international relations.

Zahavi, Hila; Friedman, Yoav (2019):

The Bologna Process. An international higher education regime.

In: *European Journal of Higher Education* 9 (1), S. 23–39. DOI: 10.1080/21568235.2018.1561314.

Abstract:

The Bologna Process and the ensuing establishment of the European Higher Education Area has had an impact on the ways in which higher education in Europe operates, and the ways it is perceived and related to in countries and regions outside Europe. The Bologna Process has come to symbolize a form of international cooperation in higher education policy, not only in Europe, but all over the world. In this article, we discuss the Bologna Process as a system of international coordination; or, in the jargon of international relations, as a 'regime'. The article traces the features and methods enabling the Bologna model and their diffusion outside Europe. This perspective offers a useful contribution to the understanding of the Bologna Process as constituting a foreign policy tool for the EU. Moreover, the realization that an international regime can become a player with a life of its own, with an independent influence on the international system, allows us to draw conclusions about the forces that govern the regime, and their international power.

Zanola, Maria Teresa (2019):

Plurilingual expatriate teachers at the university. A 'Français Langue Etrangère' case in Italy.

In: *European Journal of Higher Education* 9 (3), S. 315–326. DOI: 10.1080/21568235.2019.1623704.

Abstract:

The article aims at analysing the role of plurilingual expatriate teachers: in fact, the topic of the dynamics of cooperation between native and non-native speaker teachers of foreign languages is empirically investigated in relation to French as a Foreign Language (Français Langue Etrangère – FLE). Learners' needs will be then considered, along with their training from intermediate to upper intermediate levels and native and non-native speaker teachers' attitudes. The discussion will focus on the advantages of a balanced cooperation between the two profiles of teachers, insofar as its advantages seem to outweigh its drawbacks. The article highlights the importance of creating mixed teams of teachers to the maximum benefit of students and their preparation, both for exams and their future professional needs by analysing the case of the organisation of FLE teaching at a university language centre over the 2008–2018 decade.

Reviews

Barrett, Beverly (2019):

Higher education in austerity Europe edited by Jon Nixon, London, Bloomsbury Academic, 2017, 256 pp., GBP: 90.00, ISBN: 9781474277266.

[Review]. In: *European Journal of Higher Education* 9 (2), S. 238–241. DOI: 10.1080/21568235.2018.1529276.

Corbett, Anne (2019):

European higher education and the internal market: tensions between European policy and national sovereignty by Cristina Sin, Orlanda Tavares, Sonia Cardoso and Maria J. Rosa, Cham, Palgrave Macmillan, 2018, 383 pages, GBP 109.99 (hardcover), GBP £109.99 (paperback), ISBN: 978-3-319-91880-8.

[Review]. In: *European Journal of Higher Education* 9 (4), S. 452–455. DOI: 10.1080/21568235.2019.1669332.

Donina, Davide (2019):

Managing universities: policy and organizational change from a Western European comparative perspective edited by I. Bleiklie, J. Enders, and B. Lepori, London, Palgrave Macmillan, 2017, 329 pp., 119,99 EUR (hardcover), ISBN 978-3-3119-53864-8.

[Review]. In: *European Journal of Higher Education* 9 (3), S. 353–358. DOI: 10.1080/21568235.2018.1541049.

Kuhns, Katherine (2019):

Seeing the world. How U.S. Universities make knowledge in a global era by Mitchell L. Stevens, Cynthia Miller-Idriss & Seteney Shami, Princeton, Princeton University Press, 2018, 184 pp., 27 GBP (hardcover), ISBN 9780691158693.

[Review]. In: *European Journal of Higher Education* 9 (4), S. 457–459. DOI: 10.1080/21568235.2019.1565447.

Lim, Miguel Antonio (2019):

European policy implementation and higher education: analysing the Bologna process by Cristina Sin, Amelia Vega and Alberto Amaral, London, Palgrave Macmillan, 2016, 236 pp., GBP 79.99 (hardback), ISBN 978-1-137-50462-3.

[Review]. In: *European Journal of Higher Education* 9 (3), S. 351–353. DOI: 10.1080/21568235.2018.1529277.

Mampaey, Jelle (2019):

Universities as agencies. Reputation and professionalization by Tom Christensen, Åse Gornitzka and Francisco O. Ramirez, Cham, Palgrave Macmillan, 2018, 278 pp., GBP 94.36 (hardcover), ISBN: 978-3-319-92712-1.

[Review]. In: *European Journal of Higher Education* 9 (4), S. 455–457. DOI: 10.1080/21568235.2019.1643964.

Pinheiro, Rómulo (2019):

The civic university: The policy and leadership challenges, by John Goddard, Ellen Hazelkorn, Louise Kempton, and Paul Vallance, Cheltenham, Edward Elgar Publishing, 2016, 352 pp., GBP: 90.00, ISBN 9781784717711.

[Review]. In: *European Journal of Higher Education* 9 (2), S. 232–235. DOI: 10.1080/21568235.2018.1529270.

Smith, Krystal (2019):

A Perfect Mess. The Unlikely Ascendency of American Higher Education by David Labaree, Chicago, University of Chicago Press, 2017, 240 pp., GBP 19.20, ISBN 9780226250441.

[Review]. In: *European Journal of Higher Education* 9 (2), S. 235–237. DOI: 10.1080/21568235.2018.1529274.

Specials

Singleton, David (2019):

Discussion.

[Discussion]. In: *European Journal of Higher Education* 9 (3), S. 343–350. DOI: 10.1080/21568235.2019.1604245.

Abstract:

This concluding commentary points to and examines elements and issues treated in the contributions to this collection – based on studies conducted in a number of countries and institutions – that have very wide relevance to language learning and teaching in higher education. This relevance is especially acute where learning and/or teaching is proceeding in languages which vary in their relationships with the learners and teachers in question. Thus, for example, the dichotomies of home/expatriate and native/non-native teachers are discussed, the various impacts (positive and negative) of teaching via an L2, and the mixed results associated with trilingual classes. What clearly emerges is a pressing need for all of the situations described in these pages to be researched further and more fully.

Editorials

Muellerleile, Chris; Lewis, Nick (2019):

Re-assembling knowledge production with(out) the university.

[Introduction]. In: *Globalisation Societies and Education* 17 (1, SI), S. 1–10. DOI: 10.1080/14767724.2019.1602352.

Abstract:

As an introduction to the themed issue, this paper interrogates the idea of university unbundling through a critical reading of Ronald Coase's theory of transaction costs. Coase, who was initially interested in the structure of firms, later applied his transaction cost theory more broadly to anything that might be defined as welfare'. Not unlike other abstract economic theories, in the age of market discipline, Coase's ideas have been widely employed to regulate the provision of public goods. Read through Coase, the main effect of the unbundling discourse has been to rationalise the university - to make it subject to a logic of efficiency as an end, and ultimately we suspect, to do damage to universities as important institutions for the cultivation of democratic values and socio-economic justice. After a brief summary of the other six papers included in the issue, the paper concludes with a discussion of the possibility of maintaining a public university in light of the neoliberal discourse of unbundling.

Original Articles

Afip, Liyana Ahmad; Hamid, M. Obaidul; Renshaw, Peter (2019):

Common European framework of reference for languages (CEFR). Insights into global policy borrowing in Malaysian higher education.

In: *Globalisation Societies and Education* 17 (3), S. 378–393. DOI: 10.1080/14767724.2019.1578195.

Abstract:

The Common European Framework of Reference for Languages (CEFR) has emerged as a global policy in language education which has been 'borrowed' by nations across the world. This paper presents a critical analysis of Malaysia's borrowing of the CEFR as part of English language curriculum reform with particular reference to policy motivation and implementation processes as outlined in the English Language Education Roadmap for Malaysia (2015-2025). The analysis draws on Phillips and Ochs's (2003, "Processes of Policy Borrowing in Education: Some Explanatory and Analytical Devices." *Comparative Education* 39 (4): 451-461.) framework for examining educational policy borrowing to highlight challenges as well as prospects of the implementation of the global policy in higher education in Malaysia.

Aksakal, Mustafa; Bilecen, Basak; Schmidt, Kerstin (2019):

Qualitative sampling in research on international student mobility. Insights from the field in Germany.

In: *Globalisation Societies and Education* 17 (5), S. 610–621. DOI: 10.1080/14767724.2018.1525282.

Abstract:

Although over the past decades the numbers of studies investigating international student mobility and migration (ISM) increased, methodological challenges in empirical research on the topic have remained mainly unaddressed. This is particularly the case for sampling, which is a crucial but often less considered part of qualitative research designs. In this article, we identify three main challenges in qualitative sampling for research into ISM: time, space and international students' heterogeneities. In addressing those challenges, we theoretically discuss their implications and give empirical examples drawing on our research experiences. We argue for a more reflexive research procedure in studying educational mobility.

Bacevic, Jana (2019):

With or without U? Assemblage theory and (de)territorialising the university.

In: *Globalisation Societies and Education* 17 (1, SI), S. 78–91. DOI: 10.1080/14767724.2018.1498323.

Abstract:

Contemporary changes in the domain of knowledge production are usually seen as posing significant challenges to the University'. This paper argues against the framing of the university as an ideal-type, and considers epistemic gains from treating universities as assemblages (e.g. DeLanda, M. 2016. *Assemblage Theory*. Edinburgh: Edinburgh University Press) of different functions, actors and relations. It contrasts this with the concept of unbundling', using two recent cases of controversies around academics' engagement on social media to show how, rather than having clearly delineated limits, social entities become territorialised' through boundary disputes. The conclusion extends this discussion to the production of knowledge about social objects in general.

Bajenova, Tatyana (2019):

Rescaling expertise in EU policy-making. European think tanks and their reliance on symbolic, political and network capital.

In: *Globalisation Societies and Education* 17 (1, SI), S. 61–77. DOI: 10.1080/14767724.2018.1540926.

Abstract:

This article explores the strategies think tanks (TTs) from Brussels, London, Paris and Ljubljana use to exert influence on European Union (EU) policy-making. The paper argues that European TTs mobilise symbolic, political and network forms of capital built at the European level to enhance their legitimacy, credibility and visibility in the Brussels policy-making scene. The paper examines how TTs convert these forms of capital using the examples of the symbolic value of the TT' label, the role of expert providers, the strategic presence' in Brussels, and their membership in TT networks, and states the particular importance of symbolic and network capital in the EU policy context, which contribute to the legitimacy of the EU policy-making itself.

Berkovich, Izhak (2019):

Process implementation perspective on neoliberal regulation. A comparative analysis of national curricula and standards-based reforms in the USA and Australia.

In: *Globalisation Societies and Education* 17 (5), S. 593–609. DOI: 10.1080/14767724.2018.1559042.

Abstract:

This comparative case study adopts a process implementation perspective on neoliberal regulation to explore developments in national curricula and standard-based reforms in the USA and Australia. Data sources include research reports, books, OECD data, and local survey data. The comparison of the dynamic of two countries reveals that whereas policymakers in the USA adopted a transforming regulatory strategy (targeting the ambiguity and conflict levels in local policy) to implement, Australian policymakers adopted a congruence regulatory strategy (ratifying ambiguity and conflict levels). As a result of this dynamic, the education system in the USA displays a relatively tighter structure, which is related to the tighter professional teaching culture. The analysis suggests that the effect of global ideas and policies adopted locally

depends on policymakers' regulatory strategy, and that local system change drastically only when policymakers adopt the neoliberal default preference for active transformative implementation. Hence, a specific implementation dynamic is a key factor in the global neoliberal agenda, and its presence or absence indicates convergence or divergence between countries adopting similar policies.

Berkovich, Izhak; Benoliel, Pascale (2019):

Understanding OECD representations of teachers and teaching. A visual discourse analysis of covers in OECD documents.

In: *Globalisation Societies and Education* 17 (2), S. 132–146. DOI: 10.1080/14767724.2018.1525281.

Abstract:

OECD dominance in the international educational policy discourse in the developed regions of the world, particularly in promoting teaching policy, has been long acknowledged. While many works have explored the organisation's verbal discourse, no study has considered exploring its visual discourse. To close that gap, we employed a visual discourse analysis on the covers of OECD documents pertaining to teachers and teaching (i.e., TALIS and ISTP). The analysis found that OECD's covers drew on two discourses, a conservative discourse and a liberal diversity discourse. However, the latter was entangled with constructions which serve to maintain a conservative order.

Brehm, Will (2019):

Education's big short. Learning peonage in American universities.

In: *Globalisation Societies and Education* 17 (3), S. 296–309. DOI: 10.1080/14767724.2019.1608163.

Abstract:

Some of the biggest debtors in the twenty-first century are not small business owners or first-time homeowners, but rather university students who take out massive debt in the belief that it is an investment in their future. Like housing loans before the Global Financial Crisis, student loan debt is today being packaged and re-packaged into exotic financial products called Student Loan Asset Backed Securities (SLABS). This article details the financialisation of higher education and the emergence of SLABS, primarily through a case study of Pine Capital, a wealth management company, that has successfully shorted the market. Using investment reports and Federal Reserve data from the USA, the article outlines the misaligned incentives and miscalculation of risk that allowed Pine Capital to profit. The article then argues that those who are shorting the education market reveal not only an investment opportunity but also a fundamental challenge to the commonplace thinking about education today: higher education is teaching future generations the practices of debt peonage, a key feature of financial capitalism.

Bruce, Judy; North, Chris; FitzPatrick, Jessica (2019):

Preservice teachers' views of global citizenship and implications for global citizenship education.

In: *Globalisation Societies and Education* 17 (2), S. 161–176. DOI: 10.1080/14767724.2018.1558049.

Abstract:

Global citizenship (GC) is becoming increasingly significant as a desirable graduate attribute in the context of increasing globalisation and cultural diversity. However, both the means and ends of GC education are influenced by a divergent range of conceptualizations. The aim of this research project was to investigate preservice teachers' understandings of global citizenship, with a particular focus on cultural diversity. Pre-service teachers (PSTs) participated in interviews, and findings indicated that they were uncertain about the idea of global citizenship, sought harmony and a desire for sameness in culturally diverse relationships, and held ethnocentric, paternalistic and salvationist views about the 'Other'. Drawing on these findings, we present a framework incorporating technicist, humanistic and postcritical conceptions as a tool for analysis of GCE approaches, their means and ends.

Couch, Daniel (2019):

The policy reassembly of Afghanistan's higher education system.

In: *Globalisation Societies and Education* 17 (1, SI), S. 44–60. DOI: 10.1080/14767724.2018.1523708.

Abstract:

This paper explores how a national higher education sector can be assembled upon a relatively narrow ideological foundation during and in the aftermath of violent conflict. It analyses the case of Afghanistan's higher education system, and argues that the violent disintegration of this system during the 1980s and 1990s created the conditions for a neoliberal reassembly and subsequent expansion of higher education from 2001. This paper draws on data gathered from document analysis, and semi-structured interviews with key policy actors. It identifies an ideological grounding in neoliberalism within higher education policies which are responsible for directing the sector's growth since 2010. I argue that this neoliberal agenda, largely driven by globalised influences, has exploited Afghanistan's conflict-affected context to position higher education primarily as a driver of economic growth, thus limiting policy emphasis on higher education's non-economic dividends. The paper concludes by critiquing the underlying assumption that this role is sufficient if higher education is to serve as a key institution in Afghanistan's ongoing national development.

Dvir, Yuval; Morris, Paul; Yemini, Miri (2019):

What kind of citizenship for whom? The 'refugee crisis' and the European Union's conceptions of citizenship.

In: *Globalisation Societies and Education* 17 (2), S. 208–219. DOI: 10.1080/14767724.2018.1525284.

Abstract:

The European Union (EU) plays a dominant role in coordinating the responses to the massive inflow of refugee-migrants into Europe; consequently, the conceptions of citizenship and future integration which are embedded in its policies are significant. We explore and analyse the key EU education policy documents that refer to immigrants to identify the forms of citizenship attributed to various types of incomers by the EU. Our analysis demonstrates that the EU's conception of refugee-migrants is more closely affiliated with the notion of 'Global citizens' rather than with that of 'European citizens'. Furthermore, we suggest that the EU distinguishes and navigates between various migratory flows, namely internal-European, desired external-European and undesired external-European (refugee-migrants), each associated with a distinctive conception of citizenship as well as with related policy discourses. In the light of the migratory flows into Europe, the particularistic conceptions of citizenship shaping the EU's educational policy carry considerable implications for the future integration of refugee-migrants in Europe.

Engel, Laura C.; Rutkowski, David; Thompson, Greg (2019):

Toward an international measure of global competence? A critical look at the PISA 2018 framework.

In: *Globalisation Societies and Education* 17 (2), S. 117–131. DOI: 10.1080/14767724.2019.1642183.

Abstract:

This paper focuses on the OECD's PISA 2018 international framework for global competence. Given the growing national and international attention on educating for global competence, and absent of other measures, there is a need to scrutinise this framework. Our critical analysis is conceptually framed by academic literature related to (a) the OECD's influential role in facilitating neoliberal education policy trends, (b) disjuncture and debate surrounding global competence, and (c) how influence is garnered through measurement technologies. We conclude by encouraging the OECD to be transparent in the reporting of results and educational stakeholders to be cautious interpreters of forthcoming results and rankings.

Gardner-McTaggart, Alexander (2019):

International schools' leadership and Christianity.

In: *Globalisation Societies and Education* 17 (4), S. 458–473. DOI: 10.1080/14767724.2018.1558047.

Abstract:

The International Baccalaureate (IB) is a secular educational franchise, educating the globally advantaged and potential future leaders. Drawing on Bourdieu, this article involves original interpretivist research, reviewing data surrounding the international IB school and its educational leadership. It presents findings pertinent to the remarkable pervasiveness of Christianity and Christian values in the orientation of IB directors in a Western European context. IB directors foreground Christianity in their make-up. In the fluid global market-place of IB schools, consistency is rare, and highly valued. Through Bourdieu, IB directors emerge as islands, with relative freedom from the State. They lead a secular school, with an implicit Christian orientation. The IB purposefully pluralises the culture of the IB experience through the IB learner Profile (IBLP). In the main, IB school leadership rejects the operational consistency of the IBLP and embraces pluralism through the consistency of Christianity. The international school is an incubator for Anglo Christian values providing cultural laundering, ontologically tied to the imperial gaze in this globalised neo-liberal schooling context: the international gaze.

Garton, Paul M. (2019):

#Fallism and alter-globalisation. South African student movements as multi-institutional responses to globalisation.

In: *Globalisation Societies and Education* 17 (4), S. 407–418. DOI: 10.1080/14767724.2019.1590803.

Abstract:

The South African student movements collectively referred to as #Fallism or #MustFall were more than resistance to fee increases. They were, and continue to be, movements targeting multiple institutions of Western coloniality and globalisation in tertiary education to establish economic and social equity, placing #Fallism within the broader global backlash against neoliberalism, neoconservatism, and Westernisation. This article makes three core claims: (1) modes of domination in globalisation are multi-institutional, thus alter-globalisation movements are also multi-institutional, (2) The goals of #Fallism in South Africa were, in part, related to alter-globalisation, and (3) #Fallism should be considered as a multi-institutional, alter-globalisation movement.

Gruszczynska, Anna (2019):

Maintenance and non-maintenance of community language in immigrant families. The case of Polish parents in the UK.

In: *Globalisation Societies and Education* 17 (5), S. 574–592. DOI: 10.1080/14767724.2019.1628637.

Abstract:

This paper examines Polish immigrant parents' perceptions of their community language value, the factors that shape their approaches to children's language education, and the different outcomes on the spectrum of language maintenance/non-maintenance they achieve. It focuses on the empirical findings and interprets them with reference to Bourdieu's theory of practice. It argues that a better understanding of migrants' diverse experiences can be aided by an analysis of capital interactions and transformations in response to the socio-cultural environment. At the same time, it suggests that the negative impact of anti-migration socio-political structures and discourses on language practices should not be assumed.

Islam, Md Tariqul (2019):

(Re)Searching for the development of a conceptual model of education for citizenship in the context of young people's globalised mobility in higher education.

In: *Globalisation Societies and Education* 17 (2), S. 194–207. DOI: 10.1080/14767724.2019.1583093.

Abstract:

This paper proposes a conceptual model of education for global citizenship by drawing on the literature on international student mobility for higher education. This model outlines the kinds of competencies and forms of consciousness that education for citizenship should focus upon so as to address the economic and moral dilemmas of living in a globalising world. In an integrative review process, this paper identifies the challenges and opportunities that globalised mobility

brings to the lives of young people, the mobilities that higher educational institutions are embracing, the mobility motivations of young students in higher education, and the consequences of this globalised mobility for their present and future life.

Kidman, Joanna; Chu, Cherie (2019):

'We're not the hottest ethnicity'. Pacific scholars and the cultural politics of New Zealand universities.

In: *Globalisation Societies and Education* 17 (4), S. 489–499. DOI: 10.1080/14767724.2018.1561247.

Abstract:

Academic labour markets around the world are increasingly globalised and tied to transnational circuits of neoliberal capital. Universities in New Zealand are closely aligned with these trends and an academic labour force has developed over time that reflects these economic flows and currents. This labour force is characterised by an exceptionally high number of multinational academic staff, many of whom contribute to research and inquiry aimed at maintaining and broadening the influence of their institutions abroad. Pacific faculty, however, experience the micro-geographies of New Zealand universities in different ways from other migrant scholars, especially those who hail from the global North. They are rarely included in academic 'prestige economies' or elite scholarly networks and are often isolated in their academic departments. This paper draws on a study about the experiences of senior Pacific academics in Aotearoa New Zealand and explores how they formulate pan-Pacific solidarities within the neoliberal and settler-colonial milieu of higher education. We focus on the often fraught dynamics of encounters between Pacific scholars, white academic elites and indigenous Maori colleagues as they map academic identities on to institutional space.

Kim, Hyejin; Mobrand, Erik (2019):

Stealth marketisation. How international school policy is quietly challenging education systems in Asia.

In: *Globalisation Societies and Education* 17 (3), S. 310–323. DOI: 10.1080/14767724.2019.1571405.

Abstract:

Across Asia, the international school scene has experienced marketisation and corporatisation. A consequence is that many wealthier families - outside of expatriate communities - view international schools as a desirable choice, and they seek ways to enrol their children in international schools. States have responded to this situation through policies that manage the boundaries between public or national school systems and international schools. States have made compromises in their international school policies - compromises that allow markets to creep into the broader education systems. This mode of market creation is subtle: Neither families nor state agents advocate for 'choice' as a value, nor are there public discourses around international schools in the region celebrating 'choice' in education. The compromises made in international school policy relate to whole education systems and have implications for inequality, citizenship, and national identity.

Kim, Joyce J. (2019):

Conceptualising global competence. Situating cosmopolitan student identities within internationalising South Korean Universities.

In: *Globalisation Societies and Education* 17 (5), S. 622–637. DOI: 10.1080/14767724.2019.1653755.

Abstract:

Universities have increasingly pursued 'world-class status' and have prioritized internationalisation efforts. South Korean universities have accordingly invested billions of dollars in attracting foreign students and faculty, increasing English-medium instruction courses, and teaching curriculum related to global competence. This article applies a theory of cosmopolitanism to understand the relationship between global competence and student identity within internationalising South Korean universities. I argue that cosmopolitanism manifests in student identities at such universities in articulations

that are contested and variegated. My findings suggest that cosmopolitanism demonstrates theoretical potential to conceptualise global competence in ways that overcome its critiques as Western-centric and elitist.

Kim, Yeji (2019):

Global citizenship education in South Korea. Ideologies, inequalities, and teacher voices.

In: *Globalisation Societies and Education* 17 (2), S. 177–193. DOI: 10.1080/14767724.2019.1642182.

Abstract:

Guided by neoliberalism and post-colonialism, this article takes the case of global citizenship education (GCE) in South Korea to explore social studies teachers' experiences and their everyday voices in teaching GCE. The findings demonstrated a number of barriers that teachers confront and the entrenched ideologies behind these hurdles, which contributes to the marginalisation of GCE. By drawing scholarly and policy implications that consider the complicated global/local nexus of GCE within dominant Eurocentric and neoliberal discourses, the study adds to existing research on teachers' GCE practices from different societies and expands upon the critique of Western-centric, neoliberal perspectives embedded in GCE.

Kim, Yoonjeon (2019):

Global convergence or national variation? Examining national patterns of classroom instructional practices.

In: *Globalisation Societies and Education* 17 (3), S. 353–377. DOI: 10.1080/14767724.2019.1584033.

Abstract:

The world culture framework posits a convergence in the organisation of education across the world. On the other hand, scholars observing teaching practices inside classrooms find significant variation among nations and regions of the world. This study examined the global change patterns of classroom practices at the between- and within-country levels, drawing on teacher reports from the Trends in Mathematics and Science Study. Results indicate clear between-country convergence toward more student-centred and conceptual instruction. But a nation's degree of conformity or resistance to this model was contingent upon other nation-specific factors, including centralised curriculum control or world regional location.

Knutsson, Benjamin; Lindberg, Jonas (2019):

On the absent ground of transnational partnerships in education. A post-foundational intervention.

In: *Globalisation Societies and Education* 17 (4), S. 432–444. DOI: 10.1080/14767724.2019.1583090.

Abstract:

Transnational multi-stakeholder partnerships (MSPs) are proliferating in the domain of education and development. This paper intervenes in scholarly discussions on such partnerships by pondering what post-foundational political thought might add. It is argued that both liberal and critical literature, albeit from very different viewpoints, tend to foreground order and stability. Drawing on post-foundational political theory, and a case study of the Global Partnership for Education, the present paper explores transnational MSPs in education as incomplete hegemonic projects. By bringing attention to fissures and disruptions, the paper exposes how the absent ground of 'the political' ultimately haunts the stability of partnerships.

Komatsu, Hikaru; Rappleye, Jeremy (2019):

Refuting the OECD-World Bank development narrative. Was East Asia's 'Economic Miracle' primarily driven by education quality and cognitive skills?

In: *Globalisation Societies and Education* 17 (2), S. 101–116. DOI: 10.1080/14767724.2019.1577718.

Abstract:

Founded on several highly influential quantitative studies, the past decade has witnessed the OECD and World Bank increasingly converge on the view that cognitive levels of students and education quality, as proxied by international large-scale assessments (ILSAs), are the primary determinant of national economic growth worldwide. More recent OECD and World Bank pronouncements have further suggested these dynamics are clearly illustrated in East Asia's education and 'Economic Miracle', in particular the cases of South Korea and Singapore. Herein we utilise the OECD's own data to examine this new development narrative, finding little evidence in support of these claims.

Komljenovic, Janja (2019):

LinkedIn, platforming labour, and the new employability mandate for universities.

In: *Globalisation Societies and Education* 17 (1, SI), S. 28–43. DOI: 10.1080/14767724.2018.1500275.

Abstract:

Students, academics and university administrators are increasingly using and producing digital platforms, including social media. This paper focuses on LinkedIn to start tackling the question of the effects on higher education as a sector, its actors and the established social practices. It argues that LinkedIn moves beyond the passivity of advertising to its users towards actively structuring digital labour markets, in which it strategically includes universities and its constituents. By introducing the term 'qualification altmetrics', the paper suggests that LinkedIn is building a global marketplace for skills to run in parallel to, or instead of university degrees. Qualification altmetrics might challenge the established practices of knowledge production and valuation.

Lewis, Nick; Shore, Cris (2019):

From unbundling to market making. Reimagining, reassembling and reinventing the public university.

In: *Globalisation Societies and Education* 17 (1, SI), S. 11–27. DOI: 10.1080/14767724.2018.1524287.

Abstract:

In Britain and New Zealand the neoliberal assault on universities has shifted from new public management and funding models to the special status of the public university. The project aims to complete neoliberal business initiated 25 years ago by more fully marketising and financialising universities, starting with unbundling' and outsourcing and culminating in new forms of privatisation, rent-extraction and rebundling. This paper analyses two documents commissioned beyond government to create political momentum for this project: *Avalanche is Coming* and *The University of the Future*. These both capture the zeitgeist of reform while simultaneously creating the university futures that they portend. We examine the market-making work they perform in reimagining and reinventing universities ahead of policy reform. We argue that claims made to support fundamental restructuring of public universities lack substance or evidence. Rather, each is underpinned by different configurations of ideology and self-interest that together envelope universities in new agendas of marketisation, financialisation and privatisation. We suggest that in this latest restructuring of public universities critics should pay more attention to the work of consultancies and think tanks alongside the micro-details of market making. By doing so, they too might reimagine public universities, but for a different political project.

Lin, Xiaobing; Liu, Wei (2019):

Intercultural advising for Chinese international students. A reflective inquiry.

In: *Globalisation Societies and Education* 17 (2), S. 220–230. DOI: 10.1080/14767724.2019.1583092.

Abstract:

In the past decade, there has been a rapid increase in the number of Chinese international students studying overseas. There has also been a corresponding increase in the media stories about their cross-cultural difficulties. Reported in this study is a reflective inquiry into my work as an international student advisor with a large number of Chinese students in a top Canadian university. Through five composite stories, I hope to present a few areas of challenges Chinese students experience and reflect on how advisors can better support them from the intercultural perspective. I also hope to engage

other advisors through this study in exploring ways to contribute to the field of international education as frontline practitioners.

Lissovoy, Noah de (2019):

Decoloniality as inversion. Decentring the west in emancipatory theory and pedagogy.

In: *Globalisation Societies and Education* 17 (4), S. 419–431. DOI: 10.1080/14767724.2019.1577719.

Abstract:

This study starts from contemporary scholarship in decolonial theory as well as from the seventeenth century political thinker Guaman Poma de Ayala, whose critique of colonial society in Peru enacted an epistemological displacement of colonial authority in its own method and perspective. On this theoretical basis, and by means of a contrast with the accumulative drive that has partly characterised both capitalism and Western critical theory, I argue that interrogating the Eurocentric architecture of emancipatory praxis from a decolonial standpoint necessarily involves a project of inversion that disrupts modernity's developmentalist imaginary, and that restores historical agency to the marginalised while exposing the corruption of power's supposed virtue. Extrapolating from Guaman Poma and contemporary theorists of decolonisation, the paper argues that rather than a dialectical process of progression, emancipatory theory and practice must be thought of first of all as a process of unwinding, in which the catastrophe of colonialism is reckoned with and what has been taken is restored. In education, both on the terrain of curriculum proper as well as in the process of subject formation in schools, this means a radical reconstitution of the values underwriting canon, rationality, and ways of being - as they are lived within the school and in its relationship to the communities around it.

Lo, William Yat Wai (2019):

Beyond competition. A comparative review of conceptual approaches to international student mobility.

In: *Globalisation Societies and Education* 17 (3), S. 261–273. DOI: 10.1080/14767724.2018.1525283.

Abstract:

The existing literature offers an instrumentalist approach that focuses on how economic rationality underlies international student mobility (ISM). In response to these instrumentalist accounts, a critical approach emerges and reemphasises the importance of humanity and human rights in ISM and the process of internationalisation of higher education. However, this paper argues that these critical perspectives are insufficient to address the non-instrumental values of ISM. To address this argument, the paper uses the capability approach to reframe the meanings of ISM, thereby broadening the conceptual approaches to this aspect of internationalisation of higher education. Specifically, the paper suggests that international mobility is a way to promote individual freedom. On the conceptual basis of the capability approach, the paper identifies three interrelated orientations for future research on the impact of mobility on international students.

Matić, Jennifer L. (2019):

The internationalisation of American higher education. A positional competition perspective.

In: *Globalisation Societies and Education* 17 (3), S. 274–284. DOI: 10.1080/14767724.2019.1584550.

Abstract:

This paper examines the potential negative consequences of the internationalisation of American higher education from the perspective of positional competition theory. This analysis suggests that internationalisation efforts undertaken by colleges and universities contribute to positional competition between students vying for admission, between graduates competing for prestigious, well-paying jobs, and between higher education institutions themselves, who compete for prestige. As positional competition necessarily involves displacing other in obtaining advantage for one's self, the paper further describes how the positional competition engendered in part by the internationalisation of higher education contributes to the replication of social patterns of inequality.

Monfredini, Ivanise (2019):

The living university in relation to popular classes in Brazil. A critical analysis of higher education policies.

In: *Globalisation Societies and Education* 17 (4), S. 445–457. DOI: 10.1080/14767724.2018.1512050.

Abstract:

This article discusses the relationship between university and popular classes as an alternative to the privatist tendencies of higher education policies, as well as science and technology, in Brazil, in this period of transition from the neo-developmental project to the deepening of counter-reforms, which started in the 1990s. The subject is developed from bibliographical and documental research (Brazilian legislations), besides testimonies from Brazilian researchers who have worked together with family farmers, smallholders, settlers, and recyclable material collectors that are organised in cooperatives and associations. Our analyses are structured in dialogue with the hypothesis of dysfunctionality of the university. A review of higher education and science and technology policies is carried out and considered in regard to inclusion and the relationship with the popular classes. Our focus is on the first decade of the twenty-first century, a brief period of neo-developmentalism that ended with the deepening of the current counter-reforms. Initially, it is analyzed the higher education. Then, it is discussed the trends in Science and Technology policy. This is followed by analyzes of the relationship between university and popular classes, an alternative that is carried out contradictorily. It is concluded that the University recreates itself by contributing to popular classes.

Nitta, Keith Akio (2019):

The politics of developing global human resources in Japan.

In: *Globalisation Societies and Education* 17 (3), S. 339–352. DOI: 10.1080/14767724.2018.1558046.

Abstract:

Japan has made developing global human resources (gurobaru jinzai ikusei) a national priority. The government has invested billions of yen annually to double the number of Japanese students studying overseas, double the number of globally competitive Japanese universities, and improve Japanese students' English test scores. A broad, conservative 'globalist coalition' supported these reforms, including the Liberal Democratic Party, Democratic Party Japan, Ministry of Education, Ministry of Economy Trade and Industry, and big business. Education specialists - government vice ministers and business association committee chairmen - created 'contrived consensus' through a series of advisory council deliberations. All globalist coalition members benefitted from reforms to develop global human resources, especially big business. Political progressives, including teachers' unions and university professors, were not included in the policy-making process and benefitted little from the reforms.

Pham, Thanh; Tomlinson, Michael; Thompson, Chris (2019):

Forms of capital and agency as mediations in negotiating employability of international graduate migrants.

In: *Globalisation Societies and Education* 17 (3), S. 394–405. DOI: 10.1080/14767724.2019.1583091.

Abstract:

This study deployed a qualitative approach to explore an alternative perspective regarding graduate migrants' employability. Twenty graduate migrants in Australia participated in in-depth interviews. Findings revealed graduate migrants faced various challenges in the target labour market, and to successfully secure employment it was important for them to develop key forms of capital - i.e., excellent technical knowledge, relationships with 'significant others', strong career identity and psychological resilience, and exercise agency in interlinking these capitals so that they could make use of their strengths and coat weaknesses. Results from the study imply that managing, teaching, and professional staff members should collaborate closely to develop well-rounded programmes to sufficiently equip international students with multidimensional resources.

Pineda, Pedro; Celis, Jorge; Rangel, Lina (2019):

The worldwide spread of peace education. Discursive patterns in publications and international organisations.

In: *Globalisation Societies and Education* 17 (5), S. 638–657. DOI: 10.1080/14767724.2019.1665988.

Abstract:

To investigate the spread of peace education (PE), we examined 685 documents in SCOPUS between 1970 and 2018 in 70 countries and triangulated the information with 11369 news articles and 22 international organisations founding dates. PE emerged in scientific databases in the 1970s, lost momentum in 1990 and then globalised after 2003. PE's institutionalisation was furthered by: (a) the increasing search for discourses that highlighted individual agency of self-declared 'peace educators'; (b) educational expansion that generated a greater demand for so-called best practices; and (c) the active role of professionals working on organisations such as UNESCO, UNICEF and the identified international organisations. We recognised five loosely coupled narratives: PE's (a) philosophical foundations and relationship to critical pedagogy; (b) application to improve international relationships; (c) solution to internal conflicts; (d) measurements of interventions; (e) linkages to religion. We reflect on the implications of PE as an educational discourse in curricular reforms.

Pradhan, Uma; Shrestha, Shivana; Valentin, Karen (2019):

Disjunctured reciprocity. Paradoxes of community-school relationship in Nepal.

In: *Globalisation Societies and Education* 17 (5), S. 561–573. DOI: 10.1080/14767724.2019.1584032.

Abstract:

Community-based school governance has been promoted as a popular policy for decentralisation of education around the world. Within this policy schools are expected to create institutional spaces such as School Management Committees with an assumption of reciprocal relation between school and community. This article questions the simplistic assumption through an ethnographic study of community-school relationship in Nepal. While these relationships may conflict with the kind of reciprocity assumed in school governance policies, we argue that this disjunctured reciprocity, firstly, reflects the gap between policy blueprints and action, and, secondly, reveals the competing logics of community-school relations which remain unacknowledged.

Ritchie, Genevieve; Mojab, Shahrzad (2019):

The ideology of democracy/dictatorship as youth migrate.

In: *Globalisation Societies and Education* 17 (4), S. 548–560. DOI: 10.1080/14767724.2019.1571404.

Abstract:

This article is an exploration in the mode of thinking of refugee youth on the relations of 'democracy' and 'dictatorship.' Tracing the geopolitical relations of authoritarian and democratic forms of governing we demonstrate the manner in which these political forms are socio-historically interdependent yet appear as politically distinct, which we understand as an ideological form of consciousness. Expanding out from interviews and focus groups conducted with refugee youth from the Middle East and North Africa who arrived in Canada to resettle, our analysis attempts to go deeper than that simply creating space for the voices of refugee youth. Instead, we want to theorise from the data to reconceptualise the social and economic projects that have been named as democratisation or youth at-risk. The conscious reproduction of democracy and dictatorship as distinct political forms requires that refugee youth learn to live in and act upon their world through an ideological mode of consciousness that furthers the relations of global capitalism and encourages young people to align their aspirations with neoliberalism. We, therefore, aim to reorient theorisations of democracy and dictatorship, and in doing so, challenge the forms of consciousness and praxis that arise from the bourgeois regime of political rights.

Sakhiyya, Zulfa; Rata, Elizabeth (2019):

From 'priceless' to 'priced'. The value of knowledge in higher education.

In: *Globalisation Societies and Education* 17 (3), S. 285–295. DOI: 10.1080/14767724.2019.1583089.

Abstract:

This paper examines a shift in the value awarded to the disciplinary knowledge developed in universities. The instrumentalised function of this type of knowledge as it is 'priced' and sold in the global higher education marketplace is given a value greater than that given to its symbolic or 'priceless' function in contributing to society's social meanings. This shift in value is the result of the intensive commodification of knowledge in the higher education sector itself as a consequence of fundamental changes to the global economy. Knowledge now plays a central role as a valuable productive force in the global economy and higher education is the main site for its production and sale. The weakened insularity between disciplinary knowledge's symbolic and economic functions gives greater value to its 'price' rather than to its 'priceless' function as a creative force in creating the social meaning of the symbolic sphere of human life. We describe the way this shift in the value of disciplinary knowledge has affected its functions in the 'knowledge economy' era with reference to an empirical study of the internationalisation of Indonesian higher education.

Tan, Charlene (2019):

Sensemaking and sensegiving in schooling reform. South Korea and China.

In: *Globalisation Societies and Education* 17 (4), S. 536–547. DOI: 10.1080/14767724.2019.1567302.

Abstract:

This article analyses and compares the motivations and (re)actions of the education authorities and parents in South Korea and mainland China towards schooling reform. The focus is on two policy initiatives - Free Semester Programme in South Korea and Comprehensive Practical Activity Curriculum in China. Applying the theoretical constructs of sensemaking and sensegiving, it is contended that the policy actors in both countries mutually influence each other in their calculated responses to prevailing educational challenges and policy measures. The examples of South Korea and China illuminate the power of resources, processes and meanings as an integral part of sensegiving and sensemaking.

Thian, Wen Li (2019):

How to be Singaporean. Becoming global national citizens and the national dimension in cosmopolitan openness.

In: *Globalisation Societies and Education* 17 (4), S. 500–515. DOI: 10.1080/14767724.2019.1573659.

Abstract:

This paper looks at how cosmopolitanism is practised amongst Singaporeans who have experienced Singapore's education reform in the 1990s. Cosmopolitanism in Singapore is tied to state-intervention with a national orientation. To complement Singapore's push towards cosmopolitanism, the education reform in the 1990s promoted the idea of a national citizen with a global orientation. I looked at 40 Singaporeans born after the year 1990 to investigate cosmopolitan attitudes that have emerged from the tensions between cosmopolitanism and nationalism. To meet the state's ideals of cosmopolitanism, these Singaporeans employed strategies to practice a particular form of cosmopolitan openness which prioritise national interests. Nationalism and cosmopolitanism co-exist in Singapore and share a dialectic relationship as I argue that these Singaporeans are global national citizens.

Wilkins, Andrew; Collet-Sabe, Jordi; Gobby, Brad; Hangartner, Judith (2019):

Translations of new public management. A decentred approach to school governance in four OECD countries.

In: *Globalisation Societies and Education* 17 (2), S. 147–160. DOI: 10.1080/14767724.2019.1588102.

Abstract:

Despite the prevalence of corporate and performative models of school governance within and across different education systems, there are various cases of uneven, hybrid expressions of New Public Management (NPM) that reveal the contingency of global patterns of rule. Adopting a 'decentred approach' to governance (Bevir, M. 2010. "Rethinking Governmentality: Towards Genealogies of Governance." *European Journal of Social Theory* 13 (4): 423-441), this paper

compares the development of NPM in four OECD countries: Australia, England, Spain, and Switzerland. A focus of the paper is how certain policy instruments are created and sustained within highly differentiated geo-political settings and through different multi-scalar actors and authorities yet modified to reflect established traditions and practices.

Wu, Jinting (2019):

Confucian revival and the hybrid educational narratives in contemporary China. A critical rethinking of scale in globalisation and education.

In: *Globalisation Societies and Education* 17 (4), S. 474–488. DOI: 10.1080/14767724.2018.1558048.

Abstract:

Today China witnesses a renaissance of classical studies and Confucian Academies across the nation. With an estimated 10 million children attending Confucian kindergartens, classes, and schools, cultural heritage has increasingly become a new marker of social distinction. At the same time, Confucian tradition is often associated with excessive testing, competition, and academic burdens that continue to hinder China's educational innovation. Disenchanted with state-run schools, many urban middle-class families turn to alternative schools that use imported pedagogies such as the Waldorf, Montessori, and Reggio to cultivate a better future for their children. In reform-era China, Westernisation coexists with a return to tradition to produce a fascinatingly complex cultural-pedagogical terrain. This paper examines such curiously hybrid educational narratives to understand the idiosyncratic features of Chinese educational globalisation and offer a critical perspective to rethink the concept of scale in comparative education research.

Yemini, Miri; Maxwell, Claire; Mizrahi, Ma'ayan (2019):

How does mobility shape parental strategies. A case of the Israeli global middle class and their 'immobile' peers in Tel Aviv.

In: *Globalisation Societies and Education* 17 (3), S. 324–338. DOI: 10.1080/14767724.2018.1525280.

Abstract:

We examined the parental strategies of global middle class (GMC) parents currently living in Israel, and compared these to their local middle class (LMC) peers. Both groups of parents were focused on securing advantages for their children through education choices and practices of cultivation. The central difference between these two groups of middle class parents was the ways in which 'mobile-mindedness' was conceived of, and in turn shaped the future aspirations they held for their children. A second critical finding was that this group of GMC actively fostered strong relations to belonging to their 'home' nation, challenging the suggestion of rootless nomads found in the literature. We argue that the GMCs in our sample think locally in each place they settle in order to secure the educational advantage, but act globally with respect to their children's prospective futures. Meanwhile, the LMCs think globally in terms of cultivating forms of capital to secure advantages for their children, but do so with a locally-informed frame of reference for their imagined futures. These conceptual insights into the lived narratives of the GMC have implications for the ways we come to understand this emerging middle class fraction, and should shape further research in this area.

Yi, Joseph; Jung, Gwoon (2019):

Korean media discourse on international education.

In: *Globalisation Societies and Education* 17 (4), S. 516–535. DOI: 10.1080/14767724.2019.1575188.

Abstract:

This paper analyses the representation of international education in the Korean print media, by comparing texts produced by the leading conservative (Chosun) and progressive (Hankyoreh) newspapers in 1997 and 2014 (N = 271 articles). We find a major expansion and diversification of media articles on international education, including rising numbers of articles mentioning non-traditional destinations (beyond USA and UK), written or shaped by non-traditional media producers (i.e., educational agents), and including individual-utilitarian and positive themes. We quantify, and find statistically significant correlations among, three key variables (destination, media producer, discourse theme). Articles mentioning non-traditional destinations are more likely to be written or shaped by agents than by journalists only. Articles mentioning non-

traditional destinations and articles written or shaped by agents include relatively more positive and individual-utilitarian themes (but not more individual-expressive themes) than do articles not mentioning non-traditional destinations and articles written by journalists only. Theoretically, we link the evolution of media discourse to neo-liberal structural and ideological changes that encourage market competition and consumer choice.

Yuan, Tingting (2019):

Revisiting China's Africa policies and educational promises. Towards a global convergence of development in the post-2015 era?

In: *Globalisation Societies and Education* 17 (5), S. 658–673. DOI: 10.1080/14767724.2019.1595534.

Abstract:

Comparing China's 2006 and 2015 Africa policies, this article reveals how China's political discourse has become more confident, practical, and depoliticised. In particular, this paper shows how education is allocated, promised, and embedded in China's 'shared' agenda, which is centred on development co-operation and mutual learning. It then reflects on the extent to which China may move towards traditional donors. This paper concludes that, despite fragmented convergences in the discourse and an increased recognition of a Chinese model, China maintains its distinctive role and position in the post-2015 era.

Zapp, Mike (2019):

Empowerment for individual agency. An analysis of international organizations' curriculum recommendations.

In: *Globalisation Societies and Education* 17 (2), S. 231–260. DOI: 10.1080/14767724.2019.1577717.

Abstract:

Much recent research stresses the increasing relevance of international organisations (IOs) for national education policymaking. Yet, IOs' curriculum recommendations have remained largely out of scope, although they provide a forceful example of 'soft' governance. Based on a content analysis of 83 documents from 42 inter-/nongovernmental, global and regional organisations involved in international education networks between 1990 and 2015, this paper identifies an expansive field of IOs directing growing attention to such curricular issues as student needs, educational goals and content, as well as issues of teaching and learning. In line with much cross-national curriculum research, analysis provides evidence for the trend towards a global curriculum model stressing empowerment, individual agency and psychosocial development. The article argues that the strong focus on human capabilities and human capital in IOs' curriculum policies reflects wider cultural transformations in contemporary world society. The article concludes by arguing for an expanded analytical scope of IOs' educational work and a reconsideration of causal explanations in curriculum theories.

Specials

Correction.

[Correction] (2019). In: *Globalisation Societies and Education* 17 (5), I-I.

Abstract:

Article title: Revisiting China's Africa policies and educational promises: Towards a global convergence of development in the post-2015 era?

Authors: Yuan, Tingting

Journal: *Globalisation, Societies and Education*

DOI: <https://doi.org/10.1080/14767724.2019.1595534>

When the above paper was published online, the following sentences in the introduction were written incorrectly:

“As a member of the Development Assistance Committee (DAC), China has also challenged the discourse and practices of ‘traditional donors’, which are predominantly developed countries in Europe and North America (Woods, 2008; He 2009; Welle-Strand 2010; Brautigam 2011a).”

“Although this development was noted in its second foreign aid white paper (Ministry of Commerce of People’s Republic of China 2014), China remains excluded from the Official Development Assistance (ODA) of DAC countries, the aid of which is officially indicated in and monitored by the global targets of development initiatives like the Millennium Development Goals (MDGs) and Sustainable Development Goals (SDGs).”

The corrected sentences should be as follows:

“China has also challenged the discourse and practices of ‘traditional donors’, which are predominantly developed countries in Europe and North America and are mainly members of the Development Assistance Committee (DAC) (Woods, 2008; He 2009; Welle-Strand 2010; Brautigam 2011a).”

“Although has published its second foreign aid white paper (Ministry of Commerce of People’s Republic of China 2014), China still stands out of the DAC, the aid of which is officially indicated in and monitored by the global targets of development initiatives like the Millennium Development Goals (MDGs) and Sustainable Development Goals (SDGs).”

This article is available both online and in print. The online version has been corrected.

Newfield, Christopher (2019):

Unbundling the knowledge economy.

[Commentary]. In: *Globalisation Societies and Education* 17 (1, SI), S. 92–100. DOI: 10.1080/14767724.2019.1602353.

Original Articles

Ababneh, Khaldoun I.; Hackett, Rick D. (2019):

The direct and indirect impacts of job characteristics on faculty organizational citizenship behavior in the United Arab Emirates (UAE).

In: *Higher Education* 77 (1), S. 19–36. DOI: 10.1007/s10734-018-0252-3.

Abstract:

We examine the relationships between job characteristics (job autonomy, skill variety, role conflict), work-related attitudes (job satisfaction, organizational commitment, trust in the employer), and organizational citizenship behaviors (civic virtue and altruism) among faculty at UAE-based universities. Data were obtained from 249 participants at 26 universities. Path analysis revealed, as predicted, that job autonomy, skill variety, and role conflict impact faculty job satisfaction, organizational commitment, and trust. Also, when job satisfaction, organizational commitment, and trust were examined simultaneously as mediators of the job characteristics-citizenship relationship, only organizational commitment was significant. Job autonomy had both direct and indirect effects on civic virtue, but only an indirect effect on altruism. Skill variety had direct and indirect effects on both civic virtue and altruism; whereas, role conflict had only indirect effects on these outcomes. The practical and theoretical implications of these findings are discussed and directions for future research are offered.

Abramo, Giovanni; D'Angelo, Ciriaco Andrea; Di Costa, Flavia (2019):

A nation's foreign and domestic professors. Which have better research performance? (the Italian case).

In: *Higher Education* 77 (5), S. 917–930. DOI: 10.1007/s10734-018-0310-x.

Abstract:

This work investigates the research performance of foreign faculty in the Italian academic system. Incoming professors compose 1.1% of total faculty across the sciences, although with variations by discipline. Their scientific performance measured over 2010–2014 is on average better than that of their Italian colleagues: the greatest difference is for associate professors. Psychology is the discipline with the greatest concentration of top foreign scientists. However, there are notable shares of unproductive foreign professors or of those with mediocre performance. The findings stimulate reflection on issues of national policy concerning attractiveness of the higher education system to skilled people from abroad, given the ongoing heavy Italian brain drain.

Aizawa, Ikuya; Rose, Heath (2019):

An analysis of Japan's English as medium of instruction initiatives within higher education. The gap between meso-level policy and micro-level practice.

In: *Higher Education* 77 (6), S. 1125–1142. DOI: 10.1007/s10734-018-0323-5.

Abstract:

In 2014, Japan's Ministry of Education (MEXT) announced the Top Global University Project (TGUP), a large-investment initiative to internationalise higher education that implicitly signalled increased emphasis on English-medium instruction

(EMI) at Japanese universities. Despite substantial funding behind the initiative, little research has evaluated the implications for language planning, including contextualised implementation challenges. This study aims to investigate how the policy is being enacted into practice at a university in Japan at two different policy levels: the meso (institutional) and micro (classroom) level. The study contrasts one university's TGUP meso-level policy documentation with data from semi-structured interviews with students and teachers to illuminate micro-level challenges. Data were coded according to emergent themes via qualitative text analysis, following similar processes to research into TGUP policy. The findings suggest that the meso-level policy goals of the university do not trickle down to micro-level practice as envisioned, revealing underlying challenges arising from policy diffusion. In comparing our results with data from other TGUP university studies, we conclude that micro-level linguistic challenges for teachers and students has relevance for other universities where English-taught programmes are being expanded via national and university-level policies.

Alexander, Ian Keith; Hjortso, Carsten Nico (2019):

Sources of complexity in participatory curriculum development. An activity system and stakeholder analysis approach to the analyses of tensions and contradictions.

In: *Higher Education* 77 (2), S. 301–322. DOI: 10.1007/s10734-018-0274-x.

Abstract:

The purpose of this article is to contribute to a better understanding of the nature of participatory curriculum development in higher education institutions. We conducted a longitudinal case study that scrutinized an international participatory curriculum development process. Our research spanned six universities across four countries in Africa. We used cultural-historical activity theory as a theoretical lens to identify the critical tensions underlying the curriculum development activity. Six primary contradictions and four secondary contradictions were identified. These tensions were mainly rooted in issues concerning stakeholder relations, rule rigidity, and resource availability. We integrate a stakeholder perspective and discuss how practitioners who seek to design and implement effective participatory curriculum development processes can benefit from applying a combination of activity system and stakeholder analyses during planning as well as implementation stages.

Alt, Dorit; Itzkovich, Yariv (2019):

The connection between perceived constructivist learning environments and faculty uncivil authoritarian behaviors.

In: *Higher Education* 77 (3), S. 437–454. DOI: 10.1007/s10734-018-0281-y.

Abstract:

This study examined the impact of constructivist-based activities in the classroom on students' perception of their teachers' authoritarian-based behaviors measured by their uncivil behaviors. It was postulated that teachers who use nonconstructivist activities in their classrooms might also demonstrate uncivil authoritarian-based behaviors. Data were gathered from 150 undergraduate students by the Perceived Faculty Incivility Scale (PFIS), including passive and active faculty incivility constructs (PFI/AFI), and the Constructivist Learning in Higher Education Settings [CLHES] Questionnaire, including three constructs: constructive activity, teacher-student interaction, and cooperative dialogue. Data were analyzed by using partial least squares structural equation modeling (PLS-SEM) advised to be applied if the primary objective of applying structural equation modeling is prediction of target constructs. According to the results, a significantly higher mean result of PFI compared with the mean result of the AFI variable was indicated. Based on the empirical model results, cooperative dialogue exerted a pronounced negative effect on PFI directly and indirectly through the constructive activity construct, whereas a slightly smaller impact of the teacher-student interaction on PFI, mediated by constructive activity, was shown. This study links learning processes, aimed at fostering a dialogic thinking, to increased levels of democratic and respectful environments, wherein conflicts may be resolved through dialogue and not by exerting power over students by creating uncivil environments.

Arkoudis, Sophie; Dollinger, Mollie; Baik, Chi; Patience, Allan (2019):

International students' experience in Australian higher education. Can we do better?

In: *Higher Education* 77 (5), S. 799–813. DOI: 10.1007/s10734-018-0302-x.

Abstract:

Australia has been very successful in recruiting international students. The Australian government regularly reports students' high levels of satisfaction with their educational experiences; however, there is also evidence of some dissatisfaction with regard to social and educational experiences. This paper explores the extent to which universities are meeting the social and educational needs of international students by analysing their experiences through the two dominate rationales in international education, namely neoliberal and cosmopolitan rationales. It discusses findings from a project examining the perceptions and experiences of international students at a large metropolitan Australian university. The study was conducted in two phases: an online questionnaire, followed by focus group interviews. The findings indicate that while international students might rate their overall satisfaction as high on questionnaires, deeper analysis through focus groups highlights the lack of social integration and belongingness that international students perceive. These results challenge universities to innovate their practices in order to develop and integrate cosmopolitan experiences that not only may benefit students but also assist in sustaining the neoliberal rationale of the sector.

Ayalon, Hanna; Mcdossi, Oded (2019):

Economic achievements of nonacademic parents and patterns of enrollment in higher education of their children. The case of Israel.

In: *Higher Education* 77 (1), S. 135–153. DOI: 10.1007/s10734-018-0263-0.

Abstract:

This paper sheds new light on horizontal stratification in higher education by studying, in the Israeli context, the choice of institution and field of study of sons and daughters of nonacademic economically established parents. These youngsters wish to reproduce their parents' economic capital, but also to legitimize their social position by acquiring higher education. They can achieve this by studying lucrative professions. We hypothesize that less able children of these parents will use their parents' economic assets to study lucrative fields in the expensive but non-selective private colleges. Since underprivileged women tend to make instrumental choices of field of study, our hypothesis refers to both genders, despite women's well-reported tendency to study non-lucrative fields. The sample consists of 8036 Israeli first-year students in 2014. The analysis is based on a multinomial logistic regression, with the combination of institution and field as the dependent variable. The major findings are as follows: (1) Daughters of nonacademic wealthy parents are unique in their tendency to study lucrative fields; (2) The private colleges enable academically disadvantaged sons and daughters of nonacademic wealthy parents to study business and law, two lucrative fields; (3) These colleges are these women's only option to study a lucrative field, because they refrain from studying lucrative fields in the public colleges, which concentrate on STEM (science, technology, engineering, and mathematics) subjects; (4) When equipped with high credentials, children of nonacademic wealthy parents, men and women, prefer to study lucrative fields in the prestigious universities.

Baltaru, Roxana-Diana (2019):

Universities' pursuit of inclusion and its effects on professional staff. The case of the United Kingdom.

In: *Higher Education* 77 (4), S. 641–656. DOI: 10.1007/s10734-018-0293-7.

Abstract:

This paper explores the proliferation of non-academic professionals as a cultural response to universities' mission of inclusion. Departing from a neo-institutionalist perspective, the author argues that the diffusion of highly rationalised models of institutional action shapes universities as formal organisations who engage with new levels of professional expertise in the pursuit of goals and missions. The United Kingdom (UK) offers an illustrative example, the emergence of statutory equality duties on public institutions (race equality duty 2001, disability equality duty 2006 and gender equality duty 2007) nurturing an image of universities as strategic for the pursuit of demographic inclusion. Using yearly longitudinal data on 109 UK universities from 2003 to 2011, the author shows that universities increase their professional staff in catering for demographic inclusion in terms of ethnicity and disability, revealing highly rationalised institutional responses to the aforementioned equality duties. The findings contribute to the neo-institutionalist literature drawing attention to the

transformation of universities into organisational actors (i.e. highly integrated entities, strategically oriented towards the pursuit of formally articulated goals and targets), which contrasts with traditional conceptions of the university as an institution with a taken-for-granted societal role and loosely defined organisational backbone. The findings provide the impetus for further empirical research into the role of professional staff as universities assimilate new goals and missions.

Barratt-Pugh, Llandis; Zhao, Fang; Zhang, Zhaoyong; Wang, Shasha (2019):

Exploring current Chinese higher education pedagogic tensions through an activity theory lens.

In: *Higher Education* 77 (5), S. 831–852. DOI: 10.1007/s10734-018-0304-8.

Abstract:

In this paper we investigate the current tensions for pedagogic change in the Chinese higher education system, and explore how the intricate interplay between the stakeholder relationships drives and mediates the system, and impacts on potential pedagogy. To achieve these goals, this study takes an inductive theory-building approach to gather the unique perceptions of 66 Chinese academics, and critically analyses the findings based through an Activity Theory framework. The findings indicate that institutional pedagogy is driven generally by regulated knowledge sources, knowledge dissemination, student compliance, parental expectations, examination achievement and pastoral care. The academics were enthusiastic about introducing more interactive, self-paced, authentic and web-based pedagogy, but continually indicated how traditional practice, social expectations, local regulations and economic restraints would frustrate reforming practices. The findings also show how pedagogic reform confronts existing subjectivity, and emphasise the importance of building and disseminating a rationale for changing prior to any pedagogic innovation. The Activity Theory framework demonstrates how potential pedagogic change has to be preceded by changing the understanding of stakeholders about the new goals and practices of learning. This study and the results have important implications for restructuring and reforming Chinese higher education system to meet future global and societal demands.

Behtoui, Alireza; Leivestad, Hege Hoyer (2019):

The “stranger” among Swedish “homo academicus”.

In: *Higher Education* 77 (2), S. 213–228. DOI: 10.1007/s10734-018-0266-x.

Abstract:

This article deals with individuals of immigrant background in Swedish higher education—i.e., those who have a PhD and work in Swedish universities. The aim of the study is to examine whether and how factors other than academic qualifications—such as gender and migrant background—may affect the individual’s ability to find employment and pursue a successful career in a Swedish institution of higher education. The data used in the first section are Swedish registry data (LISA database and population), administered by Statistics Sweden. The second part of the paper is based on semi-structured interviews with 19 academics of migrant background. The results show that, given the same work experience and compared to the reference group (born in Sweden with at least one Swedish-born parent), individuals born in Eastern Europe, Asia, Africa, and South America are, firstly, more likely to be unemployed and, secondly, if they are employed, to have a lower income (lower position). The ways in which such gaps arise are also examined.

Benavides, Martin; Arellano, Adriana; Zarate Vasquez, Julio Sebastian (2019):

Market- and government-based higher education reforms in Latin America. The cases of Peru and Ecuador, 2008-2016.

In: *Higher Education* 77 (6), S. 1015–1030. DOI: 10.1007/s10734-018-0317-3.

Abstract:

National higher education systems have undergone a series of transformations in recent decades. Since the 1980s, regulatory systems governing higher education have witnessed a number of changes. In particular, there has been a shift away from a model of state control, to one of state oversight, in which the state designs a framework of rules and policy objectives for the system as a whole, and institutions have greater freedom to establish their own mission and pursue their

own priorities (Neave and Van Vught 1991, quoted in Musselin and Teixeira 2014:4). The differences between one country and another in terms of the type of regulation that is adopted are the result of political and ideological factors. This study contributes to the debate by describing the transformation of two higher education systems in Latin America. Through an analysis of a series of documents, legislation, and norms, as well as media reports on the matter, we show how in each of the two countries, different relationships between the market, the state, and the universities have emerged, and can be explained by political factors and ideological contexts of each country. In the case of Ecuador, the definition of policies, university autonomy, and the creation of regulatory agencies allows the state's presence and political influence to be felt, while in Peru, a market-based philosophy guides educational policy and content. Thus, in Ecuador, in contrast to Peru, the university itself is less autonomous, and the university system is governed by the principle of responsible autonomy, with limitations in the form of supervisory and quality control responsibilities distributed among public organizations, where representatives of the executive branch make up the majority of board directorships. The regulatory process is less gradual in nature, which may have hastened the closure of universities. In this sense, we will discuss how the different ideological contexts and relationships between social and political actors lead, on the one hand, to government-based regulation (Ecuador), and on the other, to a market-oriented framework (Peru). Although technocracy is a characteristic of both processes, there are nuances in the way the relationship between the state, market, and universities develops.

Boyadjieva, Pepka; Ilieva-Trichkova, Petya (2019):

From conceptualisation to measurement of higher education as a common good. Challenges and possibilities.

In: *Higher Education* 77 (6), S. 1047–1063. DOI: 10.1007/s10734-018-0319-1.

Abstract:

The article aims to outline a theoretical framework for conceptualising higher education as a common good, as well as to reveal the empirical manifestations of this phenomenon. It argues that the extent to which higher education as a common good is accomplished in a given society/country reflects the accessibility, availability, and affordability of higher education, in addition to the commitment to this goal made by society and all its influential actors. Building on this conceptualisation and using data from various sources for 13 European countries, the authors develop a composite index which measures the extent to which higher education as a common good is implemented in a given country. The results indicate substantial cross-country differences, with Northern Europe scoring most highly. They also demonstrate that higher education as a common good is a complex phenomenon with differences within the country ranks, as well, depending on the varying dimensions considered. Finally, by applying cluster analysis, the article identifies four distinctive clusters of countries with regard to the accomplishment of higher education as a common good, designated as reality, feasible, ambiguous, and problematic. The index developed here can be used to assess the effectiveness of national policies in the sphere of higher education across Europe.

Campbell, Corbin M.; Jimenez, Marisol; Arrozal, Christine Arlene N. (2019):

Prestige or education. College teaching and rigor of courses in prestigious and non-prestigious institutions in the US.

In: *Higher Education* 77 (4), S. 717–738. DOI: 10.1007/s10734-018-0297-3.

Abstract:

It is often assumed that higher prestige colleges and universities, via the rankings, have a better quality of education. Yet, the prestige structure in U.S. higher education favors resources, research, and student selectivity over teaching and undergraduate educational practices. Using quantitative observational data from 587 courses across 9 institutions of higher education in the U.S., this study examines whether courses in high prestige institutions have stronger teaching and academic rigor than courses in lower prestige institutions. Using a broad scale observational protocol, the study provides a closer look at course practices as they unfold, while also examining trends across contexts. Findings show initial evidence that the assumption that higher prestige institutions in the U.S. have better in-class educational experiences could be re-examined.

Cattaneo, Mattia; Malighetti, Paolo; Paleari, Stefano (2019):

The Italian brain drain. Cream and milk.

In: *Higher Education* 77 (4), S. 603–622. DOI: 10.1007/s10734-018-0292-8.

Abstract:

This study analyzes the scientific profiles of doctorate holders who migrate in search of better job opportunities as a response to the increased temporariness and uncertainty of employment in their native country. Analyzing the career trajectories of the population of research-active Italian doctorate holders in economics, finance, and business management who graduated in the years 2008–2010, we find that those who are more likely to move abroad are those with the relatively best and worst research performances before migrating. Instead, those remaining in Italy are found to be on average of good scientific quality. Further, we find that the best performers target cross-border reputable universities for more prestigious careers, while the relatively lower performers generally move internationally to non-research-oriented institutions simply to look for an occupation. Migrant doctorate holders with average research performances do not differ from those staying in their native country. Our results have important policy implications as they contradict the popular belief that only the cream of the talented brains flee Italy.

Corradi, David; Nicolai, Jonas; Levrau, Francois (2019):

Growth mindset and its predictive validity. Do migration background and academic validation matter?

In: *Higher Education* 77 (3), S. 491–504. DOI: 10.1007/s10734-018-0286-6.

Abstract:

A wide range of mindset interventions has been designed to tackle the educational gap and improve the academic achievements of underperforming students. These interventions often target small student samples in experimental or homogeneous educational settings. This paper will explicitly emphasize the role of context in the relationship between growth mindset and academic achievement in order to optimize the potential impact of mindset interventions. Based on the Self-System of Motivational Development, we offer a framework which allows for investigating the mediating function of growth mindset between the contextual factors of minority background and academic validation, as well as students' levels of academic adjustment and academic outcome.

Donnelly, Michael; Evans, Ceryn (2019):

A “home-international” comparative analysis of widening participation in UK higher education.

In: *Higher Education* 77 (1), S. 97–114. DOI: 10.1007/s10734-018-0260-3.

Abstract:

Since devolution of education policy to the four home’ nations of the UK, distinct approaches to addressing social inequalities in higher education participation have developed across the four jurisdictions (England, Wales, Scotland and Northern Ireland). From a critical examination of 12 policy documents, this paper presents a comparative policy analysis of the qualitatively distinct ways that inequalities in higher education are conceptualised across the home nations. Basil Bernstein’s theoretical ideas are drawn on to help unearth distinctions in their beliefs about the underlying nature of educational inequalities. These can be understood in relation to their degree of closeness to either neoliberal or social democratic ideological positions, and we show that the home nations of the UK place differing emphases on what form of higher education they aim to widen access to, and how they intend to achieve this.

Eduan, Wilson; Jiang Yuanqun (2019):

Patterns of the China-Africa research collaborations from 2006 to 2016. A bibliometric analysis.

In: *Higher Education* 77 (6), S. 979–994. DOI: 10.1007/s10734-018-0314-6.

Abstract:

International collaboration with the Western countries has over the years been the main component of research and development in Africa's higher education. However, Africa continues to lag behind in research performance. In the last decade, the rise of China brought on board an additional partnership through the Forum on China-Africa Collaboration initiatives guided by China-Africa policy. In view of the growing scepticism and misgivings over the China approach to collaboration with Africa, assessing patterns of progress by the China-Africa research collaborations cannot be ignored. Using bibliometric analysis of research data from InCites, the study reveals that the partnership is growing progressively in absolute terms though with high levels of relative growth rate. A few of the African countries are more engaged than the others. Fortunately for Africa, the partnership involves the physical sciences where the continent is greatly lacking and high impact is being registered. The study has the implication that while Africa needs to address issues of policy on sciences and funding for research in higher education, China equally needs to go beyond the current locations in Africa and equally engage with the lesser developed players on the continent.

Edwards, Martin R.; Clinton, Michael E. (2019):

A study exploring the impact of lecture capture availability and lecture capture usage on student attendance and attainment.

In: *Higher Education* 77 (3), S. 403–421. DOI: 10.1007/s10734-018-0275-9.

Abstract:

Lecture capture is widely used within higher education as a means of recording lecture material for online student viewing. However, there is some uncertainty around whether this is a uniformly positive development for students. The current study examines the impact of lecture capture introduction and usage in a compulsory second year research methods module in a undergraduate BSc degree. Data collected from a matched cohort before ($N = 161$) and after ($N = 160$) lecture capture introduction showed that attendance substantially dropped in three matched lectures after capture became available. Attendance, which predicts higher attainment (controlling for students' previous grade and gender), mediates a negative relationship between lecture capture availability and attainment. Lecture capture viewing shows no significant relationship with attainment whilst factoring in lecture attendance; capture viewing also fails to compensate for the impact that low attendance has on attainment. Thus, the net effect of lecture capture introduction on the cohort is generally negative; the study serves as a useful example (that can be communicated students) of the pitfalls of an over-reliance on lecture capture as a replacement for lecture attendance.

Etmanski, Brittany (2019):

The prospective shift away from academic career aspirations.

In: *Higher Education* 77 (2), S. 343–358. DOI: 10.1007/s10734-018-0278-6.

Abstract:

A growing body of research has focused on the employment outcomes of PhD graduates from the USA, but substantially less literature has focused on their aspirations prior to graduation. As tenure-track positions have become increasingly less common, PhD students attending US institutions may have shifted their career aspirations accordingly. Drawing on the U.S. National Research Council's (NRC) 2006 Assessment of Research Doctoral Programs, this paper assessed whether PhD students' career aspirations have shifted away from (or been cooled out of) academic careers. Females and students in engineering as well as the physical and mathematical sciences were most likely to have shifted their career aspirations away from academia. Further, institutional prestige did not have a significant effect on students' career aspirations at any level of analyses. Contrary to past research, US PhD students' academic career aspirations remained relatively static over time, refuting the cooling out hypothesis. The implication of these results suggests that PhD students may shift away from their academic career aspirations at another time point. Therefore, future research would benefit from examining whether these students shift their career aspirations prior to entrance into the PhD program.

Ferlie, Ewan; Trenholm, Susan (2019):

Exploring new organisational forms in English higher education. A think piece.

In: *Higher Education* 77 (2), S. 229–245. DOI: 10.1007/s10734-018-0269-7.

Abstract:

This think piece explores whether new organisational forms are now appearing within English Higher Education (HE). The growth of non-public funding streams and the extension of Degree Awarding Powers to alternative providers might encourage such shifts. We suggested the conventional Private Limited Company is not in principle the only alternative to the publicly funded HE Institution. One consistent national policy driver in strategies of English public management reform has been support for third sector orientated providers which may have had effects in HE. Our empirical conclusions about present organisational change patterns in the sector are, however, decidedly mixed. There is substantial but rather conventional M and A activity between publicly funded HE providers which does not add to organisational variety. A small cluster of for profits has entered the English HE market, alongside another small cluster of non for profits. One site showed evidence of a slight move to a professional partnership form, mixed with private equity. Staff owned mutuals seemed very weakly developed. These novel organisations are as yet generally small scale, with a few exceptions. There was initial evidence found of larger scale developments in a novel and hybrid organisational space which combines: recently founded social enterprises, disruptive technological innovation, new forms of on line learning, often supported financially by large philanthropic foundations connected to the high tech sector. Large foundations may emerge as important influencers which complement shrinking government funding. The virtual university is another organisational change to explore further, especially given the rise of ICT dependent inter university and international consortia, but is not necessarily friendly to third sector ideas and forms. Finally, we explore the wider and more international implications of our early work on English HE for future research.

Fussy, Daniel Sidney (2019):

The hurdles to fostering research in Tanzanian universities.

In: *Higher Education* 77 (2), S. 283–299. DOI: 10.1007/s10734-018-0276-8.

Abstract:

Universities across the world are normally called upon to be innovative and generate relevant knowledge to address context-related issues afflicting society. This central role of universities notwithstanding, the involvement in research by African universities and academics, has been minimal when compared with other universities and academics in other parts of the world. This raises the question of what is exactly happening in the region's universities regarding the development of research. As such, this study establishes the hurdles of developing university research in Tanzania, which directly falls within the wider expectations of developing a research culture in developing countries. The study involved higher education policy makers, senior university leaders and academic staff members who were sourced from four universities and two non-university institutions which oversee the Tanzania's higher education sector. Based on interviews and document analyses, the study has established various hurdles, ranging from cultural, political and structural to institutional. The study situates the hurdles and associated debilitating effects in the broader African and developing world context that share similar social, educational, political and economic characteristics to that of Tanzania. Additionally, the study adds to the existing body of knowledge on university research development in developing countries' higher education systems.

Guzman-Valenzuela, Carolina; Gomez, Carolina (2019):

Advancing a knowledge ecology. Changing patterns of higher education studies in Latin America.

In: *Higher Education* 77 (1), S. 115–133. DOI: 10.1007/s10734-018-0264-z.

Abstract:

Drawing on de Sousa Santos's work on Epistemologies of the South (2014), this paper critically examines the patterns of publication in higher education studies in mainstream and non-mainstream journals in Latin American between 2000 and 2015. An analysis of 1370 papers indexed in the Web of Science (WoS) core collection indexes and 1240 indexed in the Scientific Electronic Library Online index (SciELO) indicates that Latin American academics are engaged in lively practices of publication. However, a dual pattern of publication is identified, characterised by researchers extensively publishing in non-mainstream journals and also maintaining a presence in mainstream journals. Issues related to language, rankings and prestige, the North/South divide, the distinction between hard/basic and soft/applied sciences and the nature of higher

education studies are used to explain such a pattern. Although there is a tense process of securing a dual epistemic recognition, there is also a positive tension that involves collaboration across a plurality of knowledges. Finally, this paper offers the concept of zones of epistemic influence, which opens spaces for an ecology of knowledges in which knowledges from both the North and the South constitute a new assemblage that accords due weight to a plurality of epistemic interests.

Hauptman Komotar, Marusa (2019):

Comprehensive internationalisation of Slovenian higher education? The rhetoric and realities.

In: *Higher Education* 77 (5), S. 871–887. DOI: 10.1007/s10734-018-0306-6.

Abstract:

Policies on comprehensive internationalisation are currently in the focus of discourses on the development of internationalisation in European higher education. However, it remains to be answered, whether in Slovenian higher education, internationalisation policies and practices are indeed being implemented consistently and comprehensively, contributing to the overall quality of the higher education system. The paper obtains answers to this question through the analysis of different documentary sources and findings from semi-structured interviews, which were conducted as part of the PhD research. Firstly, it provides a general overview of the Slovenian higher education system, whilst afterwards, it explores the comprehensiveness of internationalisation in Slovenian higher education through the analysis of internationalisation policies before and after the Bologna Process. Based on the distinction between the abroad' and at home' dimension of internationalisation in higher education (Knight 2008), it continues with the examination of trends in mobility and internationalisation at home, which represent essential parts of comprehensive internationalisation policies and strategies. On this basis, it discusses the real importance of internationalisation for the quality of (Slovenian) higher education and concludes that the existence of different internationalisation models results from diverse approaches and rationales for internationalisation and hence, from often-contrasting views of individual actors and stakeholders on what is the quality of higher education and its (comprehensive) internationalisation.

Jones, Steven; Hall, David; Bragg, Joanna (2019):

"If they've had a middle class upbringing that's not their fault". The professional practices and personal identities of admissions staff at selective universities in England.

In: *Higher Education* 77 (5), S. 931–947. DOI: 10.1007/s10734-018-0311-9.

Abstract:

The role of staff involved with undergraduate admissions and recruitment has changed since the turn towards marketisation in higher education. This article focuses on the system in England following both a sharp rise in student fees and an associated tendency for the public university agenda and related social priorities, such as widening participation, to come up against more private and commercial priorities, such as business engagement, league table performance and internationalisation. Drawing on evidence from detailed interviews with admissions personnel, both academic and non-academic, across three disciplines within one higher prestige university, we revisit the notion of selectivity and the practice of selection. Tensions are revealed between two opposing approaches: a more traditional model of university admissions, as based on local knowledge and sensitivity towards underrepresented groups, and a purportedly merit-driven model, as driven by perceived market position. We explore the intricate and often unexpected ways in which staff reconcile their professed beliefs with their professional practices, and the complex identity work needed to renegotiate personal values in light of shifting institutional needs. Findings are offered as a microcosm for broader trends in the higher education sector.

Kholmuminov, Shukhrat; Kholmuminov, Shayzak; Wright, Robert E. (2019):

Resource dependence theory analysis of higher education institutions in Uzbekistan.

In: *Higher Education* 77 (1), S. 59–79. DOI: 10.1007/s10734-018-0261-2.

Abstract:

In this paper, resource dependence theory (RDT) is used to guide an empirical analysis of the higher education system in Uzbekistan. Regression analysis is applied to a panel dataset consisting of 62 Uzbek higher education institutions, covering the period 2000–2013, to examine the determinants of the expenditure decisions made by institutions. The key hypothesis is concerned with the relationship between the share of revenue from tuition fees and the share of expenditure spent on teaching. The analysis attempts to control for unobserved heterogeneity through the inclusion of fixed effects. Instrumental variables estimation is used to address the potential endogeneity of the relationship between these two variables. The main finding is that there is a positive and statistically significant relationship between the share of revenue from tuition fees and the share of expenditure spent on teaching, even after other factors are held constant, which is consistent with a core premise of RDT.

Kleimann, Bernd (2019):

(German) Universities as multiple hybrid organizations.

In: *Higher Education* 77 (6), S. 1085–1102. DOI: 10.1007/s10734-018-0321-7.

Abstract:

The paper claims that the organizational character of the (German) university can be comprehended best with the aid of the concept “multiple hybrid organization.” To corroborate this claim, I reconstruct two lines of argument that have dominated the discourse on the organizational nature of the German university so far. This discourse has only started in the late 1980s and early 1990s in the wake of new public management emphasizing that the reform of higher education governance has turned German universities into corporate actors (Meier 2009; Krucken and Meier 2006). At the same time, voices have risen advocating the singularity of the university and contrasting it to bureaucratic and corporate forms of organization. The paper starts by outlining these two strands of argumentation: the first highlights the organizational normality of the German university, the next its singularity. Against this background, I shall argue that both positions can be integrated if we rely on the term “multiple hybrid organization.” This concept is integrated into the systems theory concept of formal organization which serves as a theoretical means for analyzing organizations at large. The new concept of multiple organizational hybridity demonstrates its usefulness in showing that the structural particularity of the German university is rooted in numerous frictions pertaining to all its organizational structures.

Kudo, Kazuhiro; Volet, Simone; Whitsed, Craig (2019):

Development of intercultural relationships at university. A three-stage ecological and person-in-context conceptual framework.

In: *Higher Education* 77 (3), S. 473–489. DOI: 10.1007/s10734-018-0283-9.

Abstract:

For more than four decades, studies of higher education have espoused the significance of fostering intercultural interactions between international and domestic students, yet numerous studies have provided widespread evidence of limited interactions between these cohorts and limited development of long-lasting relationships, such as friendship. After reviewing the conceptualisations of intercultural relationship development and their limitations in the extant literature, this paper outlines the rationale for a three-stage ecological and person-in-context conceptual framework of the development of intercultural relationships in university contexts. The proposed framework addresses: the issue of loose conceptualisations of intercultural relationships in the literature; the overlooked phenomena of dynamic interactions between individual and environmental dimensions that co-contribute to intercultural relationship development; and the developmental nature of intercultural relationships. The main proposal underpinning the framework is that the development of intercultural relationships occurs at the dynamic experiential interface between environmental affordances and students’ agency, both of which evolve along three stages of relationships (i.e. interactivity, reciprocity and unity). The framework, illustrated by empirical data, addresses aspects of intercultural relationships that have been neglected in the higher education literature, and that are expected to stimulate further educational research and practices in various (inter-)national/regional and institutional contexts.

Lazetic, Predrag (2019):

Students and university websites. Consumers of corporate brands or novices in the academic community?

In: *Higher Education* 77 (6), S. 995–1013. DOI: 10.1007/s10734-018-0315-5.

Abstract:

The research within this paper compares the positioning of students and corporate branding features on higher education institution websites within the higher education systems of Denmark, England, Germany, Ireland, Spain and Poland. The selection of countries reflects among other things different governance regimes. The paper first outlines the analytical framework used for content analysis of the extent to which evidence of the marketization of higher education is present on higher education institutions' websites—especially with regard to the positioning and construction of student applicants. Secondly, it uses MANOVA to explain the variance by country and institutional type in relation to the presence (or absence) of different website features. Analysis of higher education institutions' websites confirms the initial expectations about the link between market-driven higher education governance structures and constructions of students as customers. Nevertheless, the variance in these overall trends is high. Despite the presence of corporate-style features on the higher education institution websites and the linked understanding of students as customers, the between-country and within-country differences reveal also sometimes even more dominant alternative understandings of students and student applicants. In the systems with more academic self-governance or with a state-centred mode of governance (usually mixed together like in Germany, Spain or the state sector in Poland), students are seen either as novices in the academic community or recipients of public service. The empirical findings presented in this article suggest that there is considerable diversity in the portrayal of student applicants on higher education institution websites in Europe, rather than a common construction as only consumers.

Lee, Jaekyung; Kim, Namsook; Wu, Yin (2019):

College readiness and engagement gaps between domestic and international students. Re-envisioning educational diversity and equity for global campus.

In: *Higher Education* 77 (3), S. 505–523. DOI: 10.1007/s10734-018-0284-8.

Abstract:

This study examines undergraduate students' college readiness and educational engagement gaps in a US public research university. The study reveals the heterogeneity of domestic (American) and international student groups. While typical international students may have disadvantages in college readiness and engagement, English speakers and American high schoolers among international students perform even better than domestic peers. In contrast, English learners and foreign high schoolers among domestic students, such as recent immigrants face the same challenges as typical international peers lacking adequate language and cultural preparation for college success. The study re-envisioning educational diversity and equity for global campus where an integrated system of academic and sociocultural support enables transnational students to succeed.

Liu, Ye (2019):

Choices, risks and rational conformity. Extending Boudon's positional theory to understand higher education choices in contemporary China.

In: *Higher Education* 77 (3), S. 525–540. DOI: 10.1007/s10734-018-0285-7.

Abstract:

This study extends Boudon's positional theory to understand how students from different social origins make choices about university and how they interpret risks during the choice-making process in contemporary China. I draw upon empirical evidence from 71 in-depth semi-structured interviews with undergraduates from different social backgrounds and from different types of universities. The interview data confirm the relevance of Boudon's thesis in the Chinese context; that is, individuals' family characteristics manifest in the process of choices and strategies. Furthermore, this study provides new evidence on a pattern of class-bound conformity, which sometimes contradicts the rational course of action from students' narratives on socioeconomic and cultural identity as well as opportunity risks associated with the quota system. When

hope and chance clash, students from working-class or agricultural families reduce to internalize their socioeconomic or geographical disadvantages, come to terms with a lack of equal opportunities in a seemingly meritocratic system.

Loerz, Markus; Muehleck, Kai (2019):

Gender differences in higher education from a life course perspective. Transitions and social inequality between enrolment and first post-doc position.

In: *Higher Education* 77 (3), S. 381–402. DOI: 10.1007/s10734-018-0273-y.

Abstract:

In the last decades, a vast number of post-industrialised economies have experienced a growing participation of women in higher education. However, men and women still differ with regard to their subsequent academic careers and labour market prospects. While several studies have disentangled the cumulative process of gender inequalities along the path to higher education, few studies cover two or more subsequent transitions in the academic career following graduation from upper-secondary education. We have investigated gender differences at five educational stages between graduation from upper-secondary education and the first post-doc position. To explain gender differences, we have integrated arguments of individual decision-making and educational, familial and work context conditions. This life course perspective leads us to propose several hypotheses on why the academic careers of men and women would differ in terms of transitions to the next education stage and graduation. We test our hypotheses using a longitudinal dataset which covers a large part of individual educational and academic careers of a cohort of students, beginning at the age of 20 years and extending up to the age of 40 years. Our results show that gender differences are more pronounced at the beginning of the academic career and tend to fade out at later stages. In particular, gender differences occur most strongly at transitions to the next educational stage rather than being caused by different graduation rates. These differences can be explained only to a very minor extent by performance. Separated analysis shows that men and women differ in their reasons to start or stop an academic career, with family circumstances in particular having different consequences.

Lohmann, Gui; Pratt, Marlene A.; Benckendorff, Pierre; Strickland, Paul; Reynolds, Paul; Whitelaw, Paul A. (2019):

Online business simulations. Authentic teamwork, learning outcomes, and satisfaction.

In: *Higher Education* 77 (3), S. 455–472. DOI: 10.1007/s10734-018-0282-x.

Abstract:

Educators have struggled to incorporate authentic team-based learning (TBL) into the business curriculum despite increasing evidence that collaborative learning can enhance learning outcomes. We investigate the use of online business simulations as a platform for fostering authentic TBL for undergraduate and postgraduate business students studying at seven institutions in Australia and Hong Kong. Quantitative analysis of 365 surveys is supported by focus groups with 14 students. Structural equation modeling (SEM) is used to model the relationships between teamwork, learning outcomes, and satisfaction. Qualitative results support the statistical modeling and are presented to add further insights and conceptual richness. The findings support our proposition that online business simulations provide an authentic TBL environment, which contributes to learner satisfaction by supporting the development of management-related learning outcomes through socially constructed meaning. This conceptual contribution highlights further avenues for research and leads to some practical implications for educators using simulation-based pedagogies.

Lonka, Kirsti; Ketonen, Elina; Vekkaila, Jenna; Cerrato Lara, Maria; Pyhalto, Kirsi (2019):

Doctoral students' writing profiles and their relations to well-being and perceptions of the academic environment.

In: *Higher Education* 77 (4), S. 587–602. DOI: 10.1007/s10734-018-0290-x.

Abstract:

We explored doctoral students' writing profiles using a person-centred approach. We also studied differences between profiles in terms of experienced well-being and perceptions of the learning environment. The participants of our study (n = 664) were PhD students from three faculties at the University of Helsinki, Finland. The Writing Process Questionnaire

(Lonka et al. *Journal of Writing Research*, 5(3), 245–269 2014) was used to measure writing conceptions and problematic writing. Well-being was measured by MED NORD, adapted to the doctoral context (Lonka et al. *Medical Teacher*, 30, 72–79 2008; Stubb et al. *Studies in Continuing Education*, 33(1), 33–50 2011), and Perceptions of the learning environment, using specific items from Dahlin et al. *Medical Education*, 39, 594–604 (2005). PhD students with similar patterns of writing variables were identified through latent profile analysis (LPA). We conducted one-way ANOVAs to examine group differences with respect to well-being and perceptions of learning environment. We identified three writing profiles: Growth-Transforming (51%), Ambivalent (40%), and Fixed-Blocking (9%) groups. The Fixed-Blocking group reported a lack of interest the most often and also reported receiving the least feedback. The Growth-Transforming group was the most and the Fixed-Blocking group the least satisfied with their studies. It appeared that epistemic beliefs related to research writing were most decisive in differentiation among PhD students. Blocks were related to beliefs in innate ability. We concluded that although problems in writing are quite common, epistemic beliefs may be even more decisive in terms of successful research writing.

Lu, Ying; Jover, Gonzalo (2019):

An anthropocosmic view. What Confucian traditions can teach us about the past and future of Chinese higher education.

In: *Higher Education* 77 (3), S. 423–436. DOI: 10.1007/s10734-018-0280-z.

Abstract:

The historical debate between a liberal orientation of university education and a university education with a more practical orientation has been reproduced by defenders and detractors of the course that is being adopted by the European Higher Education Area (EHEA). Instead of resorting to a dichotomous view of these two arguments, this article employs an anthropocosmic worldview to look at the university by examining the past and present of Chinese higher education, in contrast to the philosophy and reality of the European university within the framework of the EHEA. The anthropocosmic view is central to Confucian holistic humanism, which asserts that humanity is part of a continuum consisting of community, Earth and Heaven. With the self as a centre of relationships, the individual is interconnected with an ever-expanding network of human relatedness, extending from the self to the family, the community, the country, the world and beyond. The authors argue that despite being based on a European model, the Chinese university, in fact, boasts a unique Chinese character that can be traced back to its Confucian learning tradition, which itself reflects this anthropocosmic worldview. In our world today, a world of unprecedented globalisation, an anthropocentric view of higher education is no longer sufficient. Instead, to address the challenges humanity faces, a Chinese model of the university based on anthropocosmism presents a potential new pathway for the global university of the future.

Maloshonok, Natalia; Terentev, Evgeniy (2019):

National barriers to the completion of doctoral programs at Russian universities.

In: *Higher Education* 77 (2), S. 195–211. DOI: 10.1007/s10734-018-0267-9.

Abstract:

Doctoral education has experienced dramatic changes all over the world in the last three decades. Currently, Russia is at the beginning of a doctoral education transformation to structured programs according to needs of knowledge-based economies. This paper aims to identify national-level barriers to PhD completion in Russian doctoral education. The data from the empirical study in highly selective Russian universities that participate in a special government program were employed. About 40% of all doctoral students participated in the Russian Federation study at these universities. The following problems were revealed and discussed in the research: (1) problems of transition to a structured model of doctoral education, (2) diffusion of doctoral education's goals, (3) unpreparedness of Russian universities for the massive expansion of PhD education, (4) ineffective mechanisms of doctoral student selection, (5) a lack of funding and a need for doctoral students to have paid work, (6) excessive dependence on supervisors and (7) insufficient study time and skills for meeting the requirement for publications before the date of defence. Some problems correlate with the global challenges, but some are unique to the Russian institutional context. The relevance of the Russian case to understanding the worldwide transformation of the doctorate is discussed.

McLean, Neil; Price, Linda (2019):

A longitudinal study of the impact of reflective coursework writing on teacher development courses. A 'legacy effect' of iterative writing tasks.

In: *Higher Education* 77 (5), S. 949–962. DOI: 10.1007/s10734-018-0312-8.

Abstract:

Studies into the efficacy of teacher development courses for early career academics point to graduates conceiving of their teaching in increasingly complex and student-focussed ways. These studies have used pre- and post-testing of conceptions of teaching to identify this finding. However, these studies do not identify what aspects of these courses contributed to these changes. This exploratory case study investigates this phenomenon through a longitudinal study of 16 academic teachers' reflective coursework writing. Discourse analysis was used to contrast causal reasoning statements in assignments completed during participants' first 2 years in-service, while they were completing a UK-based teacher development course. This analysis identified how reasoning about teaching and learning became more complex over time. A key element was the integration of experiences and earlier learning into more nuanced and multi-factorial later reasoning about teaching choices and effects. This legacy effect' provides new evidence for the efficacy of academic teacher development courses.

Nikischer, Andrea (2019):

Vicarious trauma inside the academe. Understanding the impact of teaching, researching and writing violence.

In: *Higher Education* 77 (5), S. 905–916. DOI: 10.1007/s10734-018-0308-4.

Abstract:

Myriad research has found a relationship between working with potentially distressing situations and content, such as that related to child sexual abuse, sexual assault and domestic violence, and the experience of vicarious traumatization and/or compassion fatigue. While the current body of literature addresses a wide range of career fields potentially impacted by trauma, there is a dearth of research related to the potential for trauma work to impact members of the academe. Despite the fact that many higher education faculties are teaching topics related to violence, crime and death, and a subset of this group are also researching and writing on these potentially distressing topics, little attention has been paid to the emotional well-being of professors and scholars. This paper seeks to fill the gap in research related to experiences of vicarious and secondary trauma in higher education by analyzing the personal story of a faculty member working in the field of violence against women. This autoethnography will highlight the potential challenges faculty members face when teaching, researching and writing about trauma. Recommendations for addressing trauma within institutions of higher education are offered, and suggestions for future research are discussed.

Nordmann, Emily; Calder, Colin; Bishop, Paul; Irwin, Amy; Comber, Darren (2019):

Turn up, tune in, don't drop out. The relationship between lecture attendance, use of lecture recordings, and achievement at different levels of study.

In: *Higher Education* 77 (6), S. 1065–1084. DOI: 10.1007/s10734-018-0320-8.

Abstract:

Lecture capture tends to polarise the views of academic staff. Some view it as encouraging non-attendance at lectures. Others view it as a valuable adjunct, allowing students to revisit the lecture experience and providing opportunities for clarification and repetition of key points. However, data supporting either of these stances remains scarce. Irrespective of these views, a more pertinent question pertains to the impact of lecture attendance and the use of recordings on student achievement. Findings remain unclear due to methodological issues, inconsistent findings, and a lack of differentiation of students by year of study. This paper investigated the impact of attendance, lecture recording, and student attainment across four years of an undergraduate programme. For first year students, attendance and recording use were positive predictors of performance. For weaker students, supplementary recording use was beneficial but only better students use of the recordings helped overcome the impact of low attendance. For second year students, attendance and recording use were positively correlated with, but no longer predictive of, achievement. There was no relationship for honours year students. We found no compelling evidence for a negative effect of recording use, or that attendance and recording use

were related. We suggest focusing on improving lecture attendance through monitoring whilst also providing recordings for supplementary use, particularly in first year. Finally, our findings highlight the need to consider third variables such as year of study and first language when conducting and comparing lecture capture research.

O'Brien, Martin; Verma, Reetu (2019):

How do first year students utilize different lecture resources?

In: *Higher Education* 77 (1), S. 155–172. DOI: 10.1007/s10734-018-0250-5.

Abstract:

One of the more noticeable changes to tertiary teaching over the past decade has been the widespread adoption of digital technologies, in particular eLearning platforms and lecture capture technology. However, much of the current knowledge of how students utilise these new technologies and their effect on traditional lecture attendance is simply derived from student surveys rather than comprehensive independent analyses. In this study, we use cluster analysis to identify common lecture resource utilisation patterns for students in four large first-year business subjects. While common usage patterns with respect to lecture attendance, video lecture recording access and download of lecture notes are identified across our subjects, the proportion of students within each of the utilisation clusters varies widely. Business statistics students are much more likely to either attend lectures or view video recordings compared to economics students, many of whom rely solely on the download of lecture notes. In order to gain insight into how student characteristics may affect these utilisation patterns, we develop a predictive model, quantifying the influences of prior academic performance, gender, age, distance from campus and international student status using statistical modelling. We find a strong role for students' previous academic performance in explaining lecture resource utilisation patterns. Students' commuting distance to campus is also established as a factor dissuading physical lecture attendance. Contrary to initial expectations, we also found that females and older students tend to rely more heavily on digital resources rather than lecture attendance. It is hoped that these findings can help first-year instructors and University administrators understand the heterogeneity of student lecture engagement patterns within the first-year experience.

Opie, Tina R.; Livingston, Beth; Greenberg, Danna N.; Murphy, Wendy M. (2019):

Building gender inclusivity. Disentangling the influence of classroom demography on classroom participation.

In: *Higher Education* 77 (1), S. 37–58. DOI: 10.1007/s10734-018-0245-2.

Abstract:

Despite increased attention on women in business, concerns abound regarding the extent to which business schools are creating inclusive learning environments that support the leadership development of both male and female students. Using an organizational demography lens, we investigate the interactive effects of student gender, faculty gender, and classroom demography on class participation. We focus on class participation as it is essential to students' overall learning and development especially concerning leadership. Our findings demonstrate that student and faculty demography interacts with context in unexpected ways to affect participation. Specifically, when women students are in the minority and have a female professor, they receive higher participation grades, particularly as class size decreases. The findings from this study have important implications for business school faculty and administrators as they work to build more inclusive learning environments which support all students' development as leaders.

Parvin, Afroza (2019):

Leadership and management in quality assurance. Insights from the context of Khulna University, Bangladesh.

In: *Higher Education* 77 (4), S. 739–756. DOI: 10.1007/s10734-018-0299-1.

Abstract:

This article examines the challenges in quality assurance in higher education in the context of Bangladesh through the lens of managerial leadership. It focuses on unveiling the issues in management and leadership that affect quality performance

at program level. The public universities of Bangladesh have remained outside any internal/external assessment or accreditation process until the government initiated a nationwide quality assurance program in 2015. This is attributed largely to the culture of ignorance of accountability among the academics that has created a landscape of mutually indemnified systems of inefficient management at all levels: university, school, and discipline. To this end, this study investigates the role of concerned authorities in realizing the fullest potential of existing constitutional responsibilities, developing necessary policies and regulations accordingly, and ensuring proper implementation and monitoring of the policies. Underpinned by a context-bound theoretical framework, this article reports the research outcomes through triangulation of findings from reflections of former vice-chancellors, deans, and heads on their own managerial-leadership experiences. Based on empirical findings, this paper unveils how lack of effective leadership has led to lack of accountability, that in turn, has created inefficient management in public universities in Bangladesh.

Passaretta, Giampiero; Trivellato, Paolo; Triventi, Moris (2019):

Between academia and labour market. The occupational outcomes of PhD graduates in a period of academic reforms and economic crisis.

In: *Higher Education* 77 (3), S. 541–559. DOI: 10.1007/s10734-018-0288-4.

Abstract:

The article examines the mid-term occupational outcomes of two cohorts of PhDs graduated in 2004 and 2008 in Italy. This comparison allows the authors to explore changing PhD's occupational prospects after recent academic reforms (e.g. cuts to public funding, introduction of fixed-term positions for assistant professors) and the economic crisis. Population data from the Istat Survey on the Occupational Outcomes of PhD graduates' is used to analyse PhD's employability, international mobility, type of contract and occupation 5 years after obtaining a doctoral degree. Empirical results show that academic reforms and the economic crisis coincided with decreasing employment in academia and increasing chances of having a fixed-term contract, being employed abroad and working in research-related occupations outside academia. Moreover, PhD graduates from hard disciplines, such as engineering, are generally better off compared to PhD graduates in soft fields, such as sociology. Finally, the results suggest that the academic reforms reduced the chances to work in academia more in soft rather than in hard academic disciplines.

Prakhov, Ilya (2019):

The determinants of academic salaries in Russia.

In: *Higher Education* 77 (5), S. 777–797. DOI: 10.1007/s10734-018-0301-y.

Abstract:

The system of higher education in Russia, as in many other countries, is in the midst of reforms related to the global trends of globalization and transformation to a knowledge economy. In order to successfully respond to these global challenges, it is necessary to improve the quality of the university sector and rethink the role of professors in enhancing academic productivity. A 20-year period of recession after the collapse of the Soviet Union has led to a diversification of universities and teachers and resulted in both a sharp fall in academic salaries and a decline in the attractiveness of the academic profession. Since the professoriate constitutes the main source of academic productivity, this article assesses the consequences of the decline in the academic sector before the start of major reforms of academic salaries. Using the data from the 'The Changing Academic Profession' project (CAP-Russia 2012 subsample), we identified and evaluated the activities of the professoriate that determine the income of university staff. The results show that, in general, the number of publications positively affected academic salaries, but for certain indicators of research activity, the effects are ambiguous. Administrative duties are important for academic salaries, with a positive effect ranging from 15 to 51%. Seniority also has a positive impact on a professor's salary. The most consistent results in the pre-reform period were obtained for National research universities (NRUs), where academic salaries are determined by research activity (articles in academic journals) and administrative duties. Salaries rise with seniority, which corresponds to the human capital theory (as well as alternative theories). Salaries in NRUs also reflect gender equality. The results of the study can be used to assess the consequences of the recession in the academic sector in Russia and as a baseline for analyzing current reforms in universities.

Provini, Olivier (2019):

Negotiating the marketization of higher education in East Africa. A comparative analysis of Tanzania and Kenya.

In: *Higher Education* 77 (2), S. 323–342. DOI: 10.1007/s10734-018-0277-7.

Abstract:

Since the 2000s, the literature on the ongoing higher education reforms in Africa has been increasing. The scientific discussion converges in an implicit and recurrent argument about the drivers of these policies. Given the involvement of international experts in the policy design, university reforms are often described as the output of the incentives of international stakeholders and the representatives of international organizations. The aim of this paper is to add a new variable to understand higher education reforms in East Africa, which has been neglected by scholars. In fact, the article sheds light on the determining role of domestic actors in the (re)negotiation of policy processes in Tanzania and Kenya, especially administrative and academic staff and students. Rather than evaluating the success or the failure of the reforms, this paper aims to highlight the power plays between a various set of domestic actors who reshape the outcomes of higher education policies. The paper crosses the experiences from the reform processes of the University of Dar es Salaam in Tanzania and the University of Nairobi in Kenya.

Salas-Velasco, Manuel (2019):

Can educational laws improve efficiency in education production? Assessing students' academic performance at Spanish public universities, 2008-2014.

In: *Higher Education* 77 (6), S. 1103–1123. DOI: 10.1007/s10734-018-0322-6.

Abstract:

The information on academic performance rates - what percentage of the enrolled credits a student can pass in one academic year - showed traditionally a relatively low students' academic performance at Spanish public universities. However, over the period 2008-2014, the academic productivity of undergraduate students at public higher education institutions improved considerably. In this period, Spanish universities experienced changes related to the structuring of the educational curriculum - the homogenization of undergraduate university degrees - and the policy of tuition fees. In relation to the latter, the entry into force of the Royal Decree-Law 14/2012 (the so-called Decreto Wert) allowed universities a considerable increase in tuition fees. Using data for Spanish public universities for the academic years 2008/2009 and 2013/2014, this paper studied to what extent this educational law contributed to the improvement of the academic performance of undergraduate students. Using a stochastic frontier analysis for panel data, this paper showed that the increase in undergraduate tuition fees (first enrolment) acted as a catalyst in reducing the inefficiencies of the Spanish public university system.

Sanagavarapu, Prathyusha; Abraham, Jessy; Taylor, Emma (2019):

Development and validation of a scale to measure first year students' transitional challenges, wellbeing, help-seeking, and adjustments in an Australian university.

In: *Higher Education* 77 (4), S. 695–715. DOI: 10.1007/s10734-018-0298-2.

Abstract:

To date, there is no research or instrument that can collectively measure beginning students' transitional challenges, wellbeing, help-seeking, and adjustments to university. This paper addresses this research gap by theorising and describing the relationship between these constructs and by developing and assessing the psychometric properties of a scale to measure those, labelled as Transition, Wellbeing, Help-seeking, and Adjustments Scale (TWHAS). Data was collected from 306 first year students studying in an Australian university, using a self-reporting questionnaire. The analysis shows that the TWHAS is a sound and psychometrically valid instrument. This questionnaire makes a unique contribution to the students' transition literature in Higher Education. Its implications for universities, along with recommendations for further research, are also briefly discussed.

Sandy, William; Shen, Hong (2019):

Publish to earn incentives. How do Indonesian professors respond to the new policy?

In: *Higher Education* 77 (2), S. 247–263. DOI: 10.1007/s10734-018-0271-0.

Abstract:

In the early 2017, Indonesian government announced a new regulation no. 20/2017 which obliges Indonesian professors to publish certain amounts of articles to earn professional incentives. This study conducted semi-structured interviews with professors from two public universities in Indonesia in the summer 2017 to gather their perceptions on the new regulation. It was found that most interviewees accepted the legitimacy of the regulation but lamented its time frame, which they deemed too sudden and too short for those who do not have any publication; another concern argued by the professors was that the research support systems in Indonesia are not ready yet to help them in conducting meaningful research, and the last opinion was that the new regulation can be improved in its writing, implementing, and matched policy reform.

Silander, Charlotte; Stigmar, Martin (2019):

Individual growth or institutional development? Ideological perspectives on motives behind Swedish higher education teacher training.

In: *Higher Education* 77 (2), S. 265–281. DOI: 10.1007/s10734-018-0272-z.

Abstract:

What are the motives for offering or engaging in higher education teacher training courses? This question is of interest for educational developers, teachers, university managers, and policy makers in order to design courses and to meet stakeholders' expectations. Previous research has mainly focused on the impact of higher education development courses on teacher practice and student learning. Few studies have investigated the motives behind these courses. In this paper, the motives are investigated among students, teachers, university management, and the government. The study is based on national and local documents on educational development and on interviews with representatives from four Swedish universities. The results show that all stakeholder groups are in favour of compulsory courses but the motives differ. Students, management, and government embrace an institutional perspective on educational development, in line with a social efficiency perspective on the purposes of higher education emphasising usefulness, function, and the production of skills. University teachers, on the other hand, have a more individual-oriented view on educational development and are more oriented towards a learning-centred perspective.

Spence, Crawford (2019):

'Judgement' versus 'metrics' in higher education management.

In: *Higher Education* 77 (5), S. 761–775. DOI: 10.1007/s10734-018-0300-z.

Abstract:

This article argues that universities currently privilege an instrumental ethos of measurement in the management of academic work. Such an ethos has deleterious consequences, both for knowledge production and knowledge transfer to students. Specifically, evidence points towards the production of increasingly well-crafted and ever more numerous research outputs that are useful in permitting universities to posture as world class institutions but that ultimately are of questionable social value. Additionally, the ever more granular management of teaching and pedagogy in universities is implicated in the sacrifice of broad and deep intellectual enquiry in favour of ostensibly more economically relevant skills that prepare graduates for the travails of the labour market. In both cases, metric fetishization serves to undermine nobler, socially minded visions of what a university should be. For such visions to flourish, it is imperative that universities take steps that explicitly privilege a collegial ethos of judgement over a managerialist ethos of measurement.

Sridharan, Bhavani; Tai, Joanna; Boud, David (2019):

Does the use of summative peer assessment in collaborative group work inhibit good judgement?

In: *Higher Education* 77 (5), S. 853–870. DOI: 10.1007/s10734-018-0305-7.

Abstract:

The accuracy and consistency of peer marking, particularly when students have the power to reward (or penalise) during formative and summative assessment regimes, is largely unknown. The objective of this study is to evaluate students' ability and behaviour in marking their peers' teamwork performance in a collaborative group assessment context both when the mark is counted and not counted towards their final grade. Formative and summative assessment data were obtained from 98 participants in anonymous self and peer assessment of team members' contributions to a group assessment in business courses. The findings indicate that students are capable of accurately and consistently judging their peers' performance to a large extent, especially in the formative evaluation of the process component of group work. However, the findings suggest significant peer grading bias when peer marks contribute to final grades. Overall, findings suggest that students are reluctant to honestly assess their peers when they realise that their actions can penalise non-contributing students. This raises questions about the appropriateness of using peer marks for summative assessment purposes. To overcome the problems identified, this paper proposes a number of measures to guide educators in effectively embedding summative peer assessment in a group assessment context.

Stephenson, Grace Karram; Rajendram, Shakina (2019):

"This barrier between". The ethnic divisions of higher education in Malaysia and the United Arab Emirates.

In: *Higher Education* 77 (5), S. 889–903. DOI: 10.1007/s10734-018-0307-5.

Abstract:

Malaysia and the United Arab Emirates are home to wealthy minority groups with little or no access to public higher education. These countries share parallel trajectories of economic and educational growth, yet they have starkly different citizenship and educational policies that govern the diverse populations within their borders. The result in higher education has been differentiated systems whose contours are largely shaped by these ethnic divisions. Institutional prestige, student enrolment, and long-term sector stability are the areas most strongly influenced, although outcomes differ between Malaysia and the United Arab Emirates due to differing national policies on citizenship. A comparative, vertical analysis of student interviews, institutional curriculum, and government policies indicates that institutions and governments can mitigate the deleterious divisions in higher education related to ethnicity and citizenship. Government policies which withhold citizenship or higher education from a particular ethnic or class group, will, in the long run, decrease the stability of the education sector and reinforce the ethnic divisions within a country. Conversely, inter-ethnic collaboration within university programs has the potential to improve ethnic relations between groups, while inclusive notions of citizenship solidify the higher education sector.

Stigmar, Martin (2019):

Learning from reasons given for rejected doctorates. Drawing on some Swedish cases from 1984 to 2017.

In: *Higher Education* 77 (6), S. 1031–1045. DOI: 10.1007/s10734-018-0318-2.

Abstract:

The purpose of this study is twofold: (1) to survey whether dissertations have been rejected in connection with the examining committees' sessions and, if so, upon which grounds, and (2) to conduct a problematizing discussion about the pros and cons of written criteria for doctoral dissertations. In Survey One (1984–2003), responses came from the humanities, law, and social sciences in six established universities. In Survey Two (2004–2017), responses came from the same disciplines at ten universities. The surveys are based on searches in electronic databases and written responses from the faculty offices. The results show 18 cases of rejected dissertations. Five of the dissertations are written in law and five in arts, theater, culture, and film studies. Three areas appear to be particularly critical for the rejection: akribieia (accuracy and precision), methodological issues, and results and analysis.

Swartz, Rebecca; Ivancheva, Mariya; Czerniewicz, Laura; Morris, Neil P. (2019):

Between a rock and a hard place. Dilemmas regarding the purpose of public universities in South Africa.

In: *Higher Education* 77 (4), S. 567–583. DOI: 10.1007/s10734-018-0291-9.

Abstract:

This paper examines the idea of core business' in contemporary South African public universities. South Africa's public higher education system has global ambitions, but is also highly internally stratified. Drawing on new data from interviews with higher education leaders and government policymakers across a number of South African institutions, we show that while the rhetoric of core business' of the university has been adopted by higher education leaders, the question of what constitutes the purpose of the university, in South Africa and arguably beyond, is subject to ongoing debate and negotiation. The multiplicity of conflicting but coexisting narratives about what universities should do in South African society producing excellent research, preparing a labour force, or addressing societal inequalities exposes a persisting tension surrounding the purpose of a public university. And while this tension has historical origins, we show that responses to addressing these various roles of the institution are not developed organically and in a neutral context. They emerge under conflicts over limited state funding and attendant and opportune market pressure put on public universities in times of crisis, that shape profoundly their framing and outcomes, and the future of the universities.

Tian, Lin; Liu, Nian Cai (2019):

Rethinking higher education in China as a common good.

In: *Higher Education* 77 (4), S. 623–640. DOI: 10.1007/s10734-018-0295-5.

Abstract:

Tendencies to marketization and privatization in higher education, along with other factors, have challenged the idea of higher education as a public good in many countries over the years. China has experienced this situation to some extent. During the last 20 years, this has triggered various discussions on higher education and public good(s) in China. Drawing on qualitative data from 24 semi-structured interviews in both government departments and universities, this study defines and explores public and common good(s) in relation to higher education in China. As the first empirical study on this theme in the country, it is argued that this study makes a significant and original contribution to knowledge with international relevance. This paper identifies the complex nature of higher education in China and proposes that it may be better described in relation to common good(s). Also, as a common good, higher education in China contributes to the (global) common good and generates (global) common goods in many aspects.

Tran Le Huu Nghia; Nguyen Thi My Duyen (2019):

Developing and validating a scale for evaluating internship-related learning outcomes.

In: *Higher Education* 77 (1), S. 1–18. DOI: 10.1007/s10734-018-0251-4.

Abstract:

Developed as an integral component of many higher education programs, internships provide a multitude of benefits for participating students. However, there is a lack of tools designed to measure internship-related learning outcomes. Therefore, this article will present the process of constructing and validating a scale that can be used to evaluate students' internship-related learning outcomes. Content validity of the scale was established with an extensive review of relevant literature, interviews with current interns along with checking the adequacy of the scale content with interns and academics. Construct validity was established with exploratory and confirmatory factor analyses. Through that process, the resulting scale was proven to have achieved construct reliability as well as convergent and discriminant validity. The article discusses the use of the scale, its weaknesses, and implications for organizing internships so that the effectiveness of this form of work-integrated learning can be continuously improved.

Wallin, Anna; Nokelainen, Petri; Mikkonen, Susanna (2019):

How experienced professionals develop their expertise in work-based higher education. A literature review.

In: *Higher Education* 77 (2), S. 359–378. DOI: 10.1007/s10734-018-0279-5.

Abstract:

This study explores how industry-university partnerships contribute to the expertise development of highly experienced professionals, and what kind of challenges such development entails. We used an integrative approach to review literature and acquire a deeper understanding of how previous research has described the development of expertise in work-based postgraduate higher education. Consistent with earlier research, this review confirms that expertise is developed through transforming and integrating theoretical, practical and self-regulative knowledge. Results suggest that (1) learners should be supported but also allowed to self-manage their learning in order to build agency and self-regulative skills, (2) continuous problem solving with ill-defined, non-routine problems should be encouraged along with challenges that trigger learning, (3) learners' personal transformation processes and change of identity should be supported, and (4) expertise development should be viewed as an ongoing, context-dependent and individualised process.

Webb, Oliver J.; Cotton, Debby R. E. (2019):

Deciphering the sophomore slump. Changes to student perceptions during the undergraduate journey.

In: *Higher Education* 77 (1), S. 173–190. DOI: 10.1007/s10734-018-0268-8.

Abstract:

The second year of university is little-researched, despite being a focal point for declining performance, persistence, and satisfaction. It is important to establish appropriate methods for studying this sophomore slump' and to pinpoint specific antecedents from broad domains noted in literature (e.g. students' social integration, perceptions of the curriculum). Using a novel methodology, 166 undergraduates were surveyed in successive years of study to derive a gold standard within-subjects' data sample. Under a replicated design, a between-subjects' sample of over 1000 students completed the same e-survey just once, in year one, two, or three. Quantitative comparison of the responses across years showed over 85% agreement between samples. This endorses between-subject approaches (i.e. simultaneously surveying students from different years) to facilitate rapid interventions that benefit students before they graduate. In terms of detailed findings, year two saw positive trends in students' academic engagement (e.g. self-reported independent study time), social integration (e.g. feeling accepted, involvement in extra-curricular activities), and views on teaching staff (e.g. approachability). Although appraisals remained broadly favourable, there was, in contrast, significant deterioration in global perceptions of the learning atmosphere (e.g. course enjoyment), as well as specific elements of the teaching provision (e.g. contact hours, feedback). Notably, there appeared to be little progression in students' academic self-perceptions (e.g. confidence to make presentations, enter class debates). Year two also saw increased thoughts of drop-out. These results highlight the unique character of the second year at university and indicate potential target areas for enhancing this phase of the undergraduate journey.

Weber, Hannes; Becker, Dominik; Hillmert, Steffen (2019):

Information-seeking behaviour and academic success in higher education. Which search strategies matter for grade differences among university students and how does this relevance differ by field of study?

In: *Higher Education* 77 (4), S. 657–678. DOI: 10.1007/s10734-018-0296-4.

Abstract:

Today, most college students use the Internet when preparing for exams or homework. Yet, research has shown that undergraduates' information literacy skills are often insufficient. In this paper, we empirically test the relation between information-seeking strategies and grades in university. We synthesise arguments from the literature on information-seeking behaviour and approaches to learning in tertiary education. Building on the distinction between deep- and surface-level learning, we develop a classification of online search strategies and contrast it with traditional information behaviour. Multivariate analyses using a two-wave online survey among undergraduate students at a German university indicate that

using advanced online information-seeking strategies is a significant and robust predictor of better grades. However, there are notable differences between subject groups: Traditional information behaviour is still crucial in the humanities. Advanced search strategies are beneficial in all settings, but only one in four students uses these early on, while this share increases to around 50% over the course of studies.

Whitchurch, Celia (2019):

From a diversifying workforce to the rise of the itinerant academic.

In: *Higher Education* 77 (4), S. 679–694. DOI: 10.1007/s10734-018-0294-6.

Abstract:

The literature on the diversification of the higher education workforce has tended to focus on broad brush changes to patterns of employment and working conditions. What has been less remarked is ways in which individuals are negotiating the structures and stretching the parameters within which they work, including experience outside higher education. Thus, academic work is also seen in the context of broader opportunities, for instance extended networks that enable individuals to construct new forms of professional capital. Arising from these conditions, two empirical studies, on which this paper draws, demonstrate the emergence of what might be termed itinerant identities. The triggers for these are seen as arising, on the one hand, from a spirit of exploration, that is an intrinsic interest in entering new areas of activity, and, on the other, from a desire for a greater sense of security by keeping a range of options open. The two motivations are not mutually exclusive and are likely to depend on individual circumstances and career stages. It would also appear that, in space outside higher education, individuals may find some of the freedom and autonomy they may feel that they have lost as a result of increased structural requirements including, for instance, workload models and performance assessment.

Wu, Hantian (2019):

Three dimensions of China's "outward-oriented" higher education internationalization.

In: *Higher Education* 77 (1), S. 81–96. DOI: 10.1007/s10734-018-0262-1.

Abstract:

This paper investigates China's present approach of using outward-oriented higher education internationalization for status and image enhancement, and the challenges it faces in the response to this approach. It examines the three major dimensions of China's present approach including its cultural diplomacy based on Sino-foreign higher education collaboration (i.e., the Confucius Institute program), international development aid in higher education, and international student recruitment at the higher education level. The theoretical framework is developed based on neo-Marxist theories of center-periphery model and world system. The concepts of soft power and public diplomacy, Knight's argument of knowledge diplomacy, and Hayhoe's argument about HE-based civilizational dialogue have been used. The paper reviews and analyzes China's strategic plans related to its higher education internationalization, as well as relevant academic and non-academic literature about the three major dimensions of its present approach. Findings reveal that tensions still exist between China's goals and the reality. It suggests that China's approach should be given a neutral and serious assessment.

Yang, Rui; Xie, Meng; Wen, Wen (2019):

Pilgrimage to the West. Modern transformations of Chinese intellectual formation in social sciences.

In: *Higher Education* 77 (5), S. 815–829. DOI: 10.1007/s10734-018-0303-9.

Abstract:

Since the mid-nineteenth century, Chinese intellectuals turned to the West for truth. China's modern education system has since been built upon Western experience, with little space for China's vast indigenous intellectual traditions. Meanwhile, Chinese traditions remain omnipresent and ubiquitous in the society. Due to many fundamental differences, Chinese and Western traditions are not compatible with each other. Constant tensions between them have led to Chinese people's loss of spiritual homeland. Universities are both part of the reason for and a result of such a historical development. The shift of knowledge system from traditional learning to Western intellectual formation symbolizes the establishment of modern disciplines in Chinese universities. A better understanding of how traditional Chinese intellectual traditions were driven out

of their homeland as Western knowledge became institutionalized is much needed in the literature. This article intends to fill the gap by exploring how the Chinese mind was transformed through the lens of institutionalization of social sciences. It focuses on internationalization and indigenization of China's social sciences with particular attention to the interactions between Chinese and Western intellectual traditions.

Yuan, Rui; Li, Sifei; Yu, Baohua (2019):

Neither “local” nor “global”. Chinese university students’ identity paradoxes in the internationalization of higher education.

In: *Higher Education* 77 (6), S. 963–978. DOI: 10.1007/s10734-018-0313-7.

Abstract:

While previous research has explored the social and academic experiences of international students when studying abroad, limited attention has been paid to local students and their adaptation to the internationalization of higher education. To fill this gap, the present study, adopting identity as an analytic lens, examined a group of Chinese university students’ perceptions and experiences in an internationalized curriculum in China. The findings show that the participants tried to interpret, construct, and refine their individual, academic, and cultural identities on a daily basis. In particular, they encountered and negotiated with three identity paradoxes, i.e., between “dedicated learners” and “disoriented bees”, between “global citizens” and “proud Chinese”, and between “team players” and “independent fighters”. The study provides useful implications for university management, teachers, and students in response to the ongoing trend of internationalization of higher education.

Reviews

Case, Jennifer M. (2019):

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Clegg, Sue (2019):

McLean, M. Abbas, A. Ashwin, P.: *Quality in undergraduate education: how powerful knowledge disrupts inequality*, Bloomsbury Academic (2018).

[Review]. In: *Higher Education* 77 (6), S. 1143–1145. DOI: 10.1007/s10734-018-0316-4.

Detmer, Andrea (2019):

Julianne Lynch, Julie Rowlands, Trevor Gale, Andrew Skourdoumbis (eds.): *Practice theory and education: diffractive readings in professional practice*, Routledge, Oxon and New York, 2017.

[Review]. In: *Higher Education* 77 (1), S. 191–193. DOI: 10.1007/s10734-018-0265-y.

Li, Sisi; Liu, Baocun (2019):

Joseph E. Aoun: Robot-proof: higher education in the age of artificial intelligence, MIT Press, 2017. Kindle edition.

[Review]. In: *Higher Education* 77 (4), S. 757–759. DOI: 10.1007/s10734-018-0289-3.

Specials

Swartz, Rebecca; Ivancheva, Mariya; Czerniewicz, Laura; Morris, Neil P. (2019):

Correction to: Between a rock and a hard place: dilemmas regarding the purpose of public universities in South Africa.

[Correction]. In: *Higher Education* 77 (4), S. 585. DOI: 10.1007/s10734-018-0348-9.

Abstract:

The article “Between a rock and a hard place: dilemmas regarding the purpose of public universities in South Africa” written by Rebecca Swartz, Mariya Ivancheva, Laura Czerniewicz, and Neil P. Morris, was originally published electronically on the publisher’s internet portal (currently SpringerLink) on June 20, 2018 without open access.

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The original article has been corrected.

Xiaoxin, Du (2019):

Correction to: Role split phenomenon of academic staff in Chinese higher education. A case study of Fudan University.

[Correction]. In: *Higher Education* 77 (2), S. 379. DOI: 10.1007/s10734-018-0309-3.

Abstract:

Correction to: Higher Education <https://doi.org/10.1007/s10734-017-0180-7>

The original version of this article unfortunately contained a mistake. The corrections are as follows:

1) In the Abstract section, "Hong Kong SAR, People’s Republic of China (PRC)" should instead be "Shanghai, People’s Republic of China (PRC)".

2) In page 10, 3rd paragraph, 4th line, the "FUD" in "...Year 2 students (Interview/FDU08) reported that he was initially surprised that FUD’s classes..." should be changed to "FDU" so the sentence should now read: "Year 2 students (Interview/FDU08) reported that he was initially surprised that FDU’s classes".

Original Articles

Awdry, Rebecca; Newton, Philip M. (2019):

Staff views on commercial contract cheating in higher education. A survey study in Australia and the UK.

In: *Higher Education* 78 (4), S. 593–610. DOI: 10.1007/s10734-019-00360-0.

Abstract:

Contract cheating is, potentially, a serious threat to the quality of higher education around the world. Prior research has focused on student perspectives and the companies themselves, but the staff view is poorly understood, despite staff being a major stakeholder with considerable influence over strategies designed to address contract cheating. We surveyed staff in Australia and the UK about their views on contract cheating. We asked staff to estimate the extent of contract cheating, how much it cost students to buy assignments, and whether proposed strategies to tackle contract cheating would work. We also asked about the factors which may motivate students to engage with contract cheating. Staff in both countries estimated high costs for an assignment from an online essay mill. Staff believed that low numbers (5-10%) of students are using these services, although this could represent approximately a quarter of a million students across the two countries. A large proportion of staff had had some experience with student cases of contract cheating at their university and reported that outcomes were lenient. The most prominent reasons which staff believed contributed to contract cheating were 'Studying in a non-native language' and 'Fear of Failure'. Over half of the respondents were aware of companies selling work to students on campus. There was strong support for the view that contract cheating services should be illegal, and that creative assessment strategies could reduce contract cheating. There was also modest, qualified support for the criminalising of student use of these services, and an increased use of examination-based assessments. Suggestions are made for how these data can inform the ongoing debate around contract cheating, including increasing staff awareness of contract cheating and the development of more appropriate assessment strategies.

Bar-Haim, Eyal; Chauvel, Louis; Hartung, Anne (2019):

More necessary and less sufficient. An age-period-cohort approach to overeducation from a comparative perspective.

In: *Higher Education* 78 (3), S. 479–499. DOI: 10.1007/s10734-018-0353-z.

Abstract:

In many countries, the skilled labor market has lagged educational expansion. As a result of increased competition, younger cohorts of the highly educated face decreasing returns to education or overeducation. Surprisingly, decreasing occupational outcomes do not coincide empirically with the economic returns among those with tertiary education. Regarding the process of changes in economic returns to education based on cohort transformations, we expect that the expansion of tertiary education affects specific cohorts, which find themselves facing more labor market competition. As a result, the economic returns to education should decrease among younger cohorts even when the overall returns to education remain stable over time. To study this process, we model economic returns with a new age-period-cohort-trended lag (APCTLAG) method, which allows us to compare the gap in economic returns between tertiary and less than tertiary education over cohorts. Using the Luxembourg Income Study (LIS), we analyze trends over three decades in 12 countries. Our results confirm that educational returns for tertiary education have declined over time, even though the gap between the educated and the less educated has remained similar in most of the countries. For younger cohorts, tertiary education has become more necessary to survive in the competitive labor market, but the actual economic returns have decreased-making tertiary education less sufficient than before.

Barrow, Mark; Grant, Barbara (2019):

The uneasy place of equity in higher education. Tracing its (in)significance in academic promotions.

In: *Higher Education* 78 (1), S. 133–147. DOI: 10.1007/s10734-018-0334-2.

Abstract:

Throughout the West, efforts to achieve equity for students in higher education have met with mixed success. Much extant literature focuses on the position and perspectives of students in relation to this wicked problem: our research turns the spotlight onto the role of academic staff. In an effort to understand equity's mixed fortunes more forensically, this article offers a case study from a research-intensive university in Aotearoa New Zealand. The study outlines the current context of ideas about equity in national government and institutional policies, then traces the life of those ideas inside one particular yet ubiquitous institutional process: the promotion of academic staff. Promotion is a potent moment of academic subject formation where, in order to participate, individuals must account for themselves as promotion-worthy through presenting a comprehensive dossier in response to a detailed set of norms. Our research explores the extent to which institutional promotion processes suggest the necessity of an equity-active academic subject as well as the kinds of equity-active subjects who emerge. Our analysis of institutional documents and interviews with colleagues involved in promotion decision-making processes suggests that, despite an inevitable institutional rhetoric of commitment to equity, the concept occupies an uneasy, even risky, place in the academic promotion process, and that responsibility for equity remains largely stuck to equity bodies. This small study contributes to a deeper understanding of the obstacles-contradictions even-equity faces within university culture.

Belluigi, Dina Zoe; Thondhlana, Gladman (2019):

'Why mouth all the pieties?' Black and women academics' revelations about discourses of 'transformation' at an historically white South African university.

In: *Higher Education* 78 (6), S. 947–963. DOI: 10.1007/s10734-019-00380-w.

Abstract:

With inequality persistent across geopolitical contexts, 'transformation' continues to be expediently cited in the rhetoric of higher education institutions. Illuminating alike issues worldwide, the paper critically examines race, inequality and oppression among the black and women academics who were selected as recipients of post-apartheid academic development programmes at an historically white institution in South Africa. Utilising a report-and-respond approach, participants initially responded in a questionnaire to definitions of notions of transformation espoused within The Integrated Transformation Plans of South African universities. This was followed by non-deterministic small group discussions of the researchers' interpretations of those responses. The recipients' lived experiences provide deep insights, from within, into the misalignment between those discourses espoused and those practiced, which have implications for transforming the institutional culture of the dominant in-group. Emerging ahead of the implementation of a self-regulatory tool for higher education institutions across that national context, many of the participants called for structural accountability mechanisms in the face of their frustration with current ineffectual approaches. A concern about institutional responsiveness to research findings of such critical studies is raised.

Benbow, Ross J.; Lee, Changhee (2019):

Teaching-focused social networks among college faculty. Exploring conditions for the development of social capital.

In: *Higher Education* 78 (1), S. 67–89. DOI: 10.1007/s10734-018-0331-5.

Abstract:

Scholars have long recognized that teachers' social interactions play an important role in their learning and professional development. Still, while a growing body of research shows that teaching-focused social ties can give precollege educators access to valuable information, knowledge, and advice-or social capital-that improves professional practice and student learning, empirical, mixed methods studies on the phenomenon in the higher education sector are rare, and few investigate what conditions are necessary for these social ties to develop among college instructors. Focusing on college faculty in 17 associate- and baccalaureate-level institutions in one U.S. city, this study uses survey and interview data to explore the connections between structural and positional educator characteristics and the social networks, or compilations of social ties, in which faculty reported discussing

Bovill, Catherine; Woolmer, Cherie (2019):

How conceptualisations of curriculum in higher education influence student-staff co-creation in and of the curriculum.

In: *Higher Education* 78 (3), S. 407–422. DOI: 10.1007/s10734-018-0349-8.

Abstract:

There is a wide range of activity taking place under the banner of ‘co-created curriculum’ within higher education. Some of this variety is due to the different ways people think about ‘co-creation’, but significant variation is also due to the ways in which higher education curriculum is conceptualised, and how these conceptualisations position the student in relation to the curriculum. In addition, little attention is paid to the differences between co-creation of the curriculum and co-creation in the curriculum. This paper addresses this gap by examining four theoretical frameworks used to inform higher education curriculum design. We examine how each framework considers the position of the learner and how this might influence the kinds of curricular co-creation likely to be enacted. We conclude by calling for more discussion of curriculum and curriculum theories in higher education-and for these discussions to include students. We argue that more clarity is needed from scholars and practitioners as to how they are defining curriculum, and whether they are focused on co-creation of the curriculum or co-creation in the curriculum. Finally, we suggest that paying greater attention to curriculum theories and their assumptions about the learner, offers enhanced understanding of curricular intentions and the extent to which collaboration is possible within any particular context.

Brostrom, Anders; Feldmann, Andreas; Kaulio, Matti (2019):

Structured relations between higher education institutions and external organisations. Opportunity or bureaucratisation?

In: *Higher Education* 78 (4), S. 575–591. DOI: 10.1007/s10734-019-0359-1.

Abstract:

This paper explores the introduction of centrally coordinated initiatives aimed at formalising universities’ relationships to external organisations. Such initiatives are referred to as structured relations. Based on a review of nine Swedish Universities, we identify three types of structured relation initiatives (network events, collaboration platforms, partnership agreements). In common for all structured relations identified are that they offer new opportunities to manage external expectations on universities, in particular as regards their ability to demonstrate their commitment to outreach activities. The formalisation of outreach activities challenges the academic tradition of giving individual professors discretionary mandates to enter and manage external relationships. Drawing on a collective action perspective, we analyse the tensions that are generated when universities introduce new elements of support and central coordination of outreach activities. The introduction of structured relations potentially contributes to changing the nature of the university as an organisation.

Chiappa, Roxana; Perez Mejias, Paulina (2019):

Unfolding the direct and indirect effects of social class of origin on faculty income.

In: *Higher Education* 78 (3), S. 529–555. DOI: 10.1007/s10734-019-0356-4.

Abstract:

Studies on faculty income have typically focused on disparities associated with gender and race. Surprisingly, much less attention has been paid to the social class background of university faculty and how it might affect their pathways to the professoriate and their opportunities to access high-paying positions. We attempted to address this gap in the literature by looking at a sample of faculty working at Chilean universities. We used a path analysis approach to estimate not only the direct effects of social class of origin on income but also the indirect mechanisms through which social class of origin influences faculty income. We posed two alternative conceptual perspectives with regard to the effects of social class on income-social reproduction and human capital. We found that faculty who come from the upper social class have access to higher-quality undergraduate education and to more prestigious PhD-granting universities and they report higher earnings as compared with those who come from a low social class. These findings resemble a dynamic of cumulative educational advantages that provides grounds to the theory of social reproduction. Although it could be argued that the positive effect of prestige of the PhD-granting university on income is in line with the human capital theory, we claim that such effect cannot be analyzed independently from the direct and indirect relationships that exist between social class of origin and the prestige of the university from which faculty obtained their doctorate degrees.

Cho, Ah Ra; Taylor, Barrett (2019):

Alignment between universities and their affiliated professional schools. Organizational segmentation and institutional logics in the USA.

In: *Higher Education* 78 (3), S. 463–478. DOI: 10.1007/s10734-018-0352-0.

Abstract:

Universities are classically understood as segmented organizations. In the USA, ties between the university and law and medical schools may be particularly loose because these units have powerful ties to communities of practice and are linked to particular resource streams. Because of these ties to different social fields, medical and law schools may invoke different institutional logics that differentiate their communications from those of the parent university. Latent class analysis identified three distinct categories of university, medical, and law school mission statements in the USA. Logistic regression then predicted the circumstances under which a university and its affiliated professional school were likely to espouse mission statements that fell within the same category. Results indicate that agreement is likely when professional school and university share similar resource bases, suggesting that relationships between universities and their constituent units likely vary as local context moderates macro level patterns.

Cidlinska, Katerina (2019):

How not to scare off women. Different needs of female early-stage researchers in STEM and SSH fields and the implications for support measures.

In: *Higher Education* 78 (2), S. 365–388. DOI: 10.1007/s10734-018-0347-x.

Abstract:

Women researchers are underrepresented in almost all research fields. There are disciplinary differences in the phase in which they tend to quit their academic career: in the natural and technical sciences (STEM), it is in the postdoctoral phase, whereas in the social sciences and humanities (SSH) it is during the doctoral phase. This is indicative of disciplinary differences in the barriers women face in their careers. Related studies on these barriers are more numerous in the STEM field, which in turn limits the scope of potential policies and measures that address the needs of women in the SSH field. This article aspires to contribute to an understanding of the obstacles women from different fields face in their careers and to offer a reflection on various support measures. Using qualitative data (interviews, focus groups, workshop notes, evaluation forms) from a Czech mentoring programme for female junior researchers across all fields, the subsequent analysis reveals disciplinary differences in the perceived career path obstacles in research as well as the attitudes held towards it. Furthermore, the analysis points to the reasons for these obstacles and attitudes by using the concept of professional identity, a useful tool for identifying the barriers to the development of professional career ambitions. Additionally, the analysis utilises Becher and Trowler's categorisation of SSH and STEM fields into rural and urban categories, enabling one to reflect on the social, cognitive and power features of these fields and the influence these features have on the conditions for the start of an academic career. In order to motivate women to complete their PhD and to apply for a job in academia, this article argues that measures should be taken in the SSH field to promote the involvement of women in the academic community right from the start of their PhD, and therefore, along with mentoring, sponsorship is also needed. In the natural and technical sciences, it is crucial to present women in the late doctoral and early postdoctoral phase with positive female role models - not as token superstars, but as young researchers who are just a few career steps ahead and who have managed to balance their career with a family in the frame of an egalitarian partnership. Furthermore, it is necessary to increase the gender sensitivity of these female researchers in order to prevent feelings of scientific inefficacy arising from the discrepancy between their own intended biography and priorities, and the normative notion of the proper scientist, which is strongly masculine instead of gender-neutral. Recommendations are also included for transforming this normative notion of the proper scientist - a precondition for wider structural changes within the entire academic environment - into a more gender-neutral one.

Culver, K. C.; Braxton, John; Pascarella, Ernie (2019):

Does teaching rigorously really enhance undergraduates' intellectual development? The relationship of academic rigor with critical thinking skills and lifelong learning motivations.

In: *Higher Education* 78 (4), S. 611–627. DOI: 10.1007/s10734-019-00361-z.

Abstract:

While previous research has examined outcomes related to academic rigor, mixed findings have resulted from differing conceptualizations of rigor as well as varying methodological approaches. Defining rigor as those in-class practices and assignments that require students to engage in deep learning and demonstrate cognitive complexity, we use longitudinal student-level data from 46 four-year institutions in the USA to examine the relationship of academic rigor with undergraduate development of critical thinking skills and two aspects of self-motivated learning (need for cognition and positive attitudes towards literacy). We find that academic rigor is positively related to both aspects of self-motivated learning at the end of the first year of college, with an advantage for students who enter college with low ACT scores and those with less positive attitudes about reading and writing. Rigor is positively related to all three outcomes at the end of the fourth year, with the magnitude of these relationships tending to increase from the first year to the fourth year. Further, by disaggregating the composite measure of rigor into subscales that separate rigorous in-class practices from rigorous exams and assignments, we find that the relationship between rigor and intellectual development is sometimes driven by one form of rigorous practice, with in-class rigor especially benefitting the critical thinking skills of first-generation students. These findings have important implications for instructors, administrators, and scholars in higher education.

Dalmon, Danilo Leite; Fonseca, Izabel; Avena, Claudio Ponde; Carnoy, Martin; Khavenson, Tatiana (2019):

Do students make greater achievement gains in some higher education institutions' programs than others? Insights from Brazil.

In: *Higher Education* 78 (5), S. 887–910. DOI: 10.1007/s10734-019-00376-6.

Abstract:

How much university students learn in their studies is highly debated and important to understanding the value of higher education. Yet, information on learning gains at this level are scarce. Our paper contributes to the debate by using unique data for Brazil to estimate absolute test score gains across various fields of study in higher education and to assess whether students who attend certain categories of programs (public/private, research/non-research, highly selective/less selective) make greater relative gains than in others. Our results suggest that students in STEM fields tend to have higher absolute achievement gains compared to students in humanities and pedagogical programs, and that in a few fields, such as civil engineering and history, the relative gains for students in highly selective programs in that field of study are significantly higher than if they had attended somewhat less selective programs. However, students attending lowest quintile selective programs in a field of study have consistently lower gains across a range of study fields than similar students attending programs just one quintile higher. The results have important implications for the equity effects of higher education.

Dobele, Angela R.; Veer, Ekant (2019):

My best writing space. Understanding academics self-professed writing spaces.

In: *Higher Education* 78 (2), S. 345–364. DOI: 10.1007/s10734-018-0346-y.

Abstract:

Research into academic writing has, in large part, focused on the fundamentals of how to write, and as a result, the understanding that writers require a space in which to concentrate on writing is not new. What is lacking, however, is detailed consideration of what influences writing practice and, specifically, an understanding of how scholarly writers construct their writing taskspaces. This paper explored how academic writers organised their best writing taskspaces. The notion of what constituted best was self-defined by informants. Informants submitted photographs of their best writing spaces, and these were analysed using a two-part methodology. First, the artistic and structural elements of the photographs were considered followed by analysis of the each photograph's aesthetic qualities to determine the participants' establishment and maintenance practices. The relationship between academic writers and their best writing spaces was categorised around construction and consumption themes. A typology of academic writers was developed from these findings. A four-part research agenda is proposed. This research extends understanding to include the informant's role in creating writing spaces which may guide building and design, renovations and reallocation plans for departments and assist individual academics to improve writing productivity and effectiveness. The findings may also assist managers to ensure that employer-provided working habitats are conducive to effective writing.

Donina, Davide; Paleari, Stefano (2019):

New public management. Global reform script or conceptual stretching? Analysis of university governance structures in the Napoleonic administrative tradition.

In: *Higher Education* 78 (2), S. 193–219. DOI: 10.1007/s10734-018-0338-y.

Abstract:

Higher education (HE) reforms are usually inspired by New Public Management (NPM) global reform scripts. This article focuses on a pivotal object of NPM-driven reforms-central university governance structures. On the one hand, we present the founding ideas of NPM and sketch how they translate for these structures; on the other hand, two further ideal-type public management narratives to conceptualize reforms (Network Governance and Neo-Weberianism) are presented and we deduct the ideal-type institutional governance structures according to each. Then, we take Italy and Portugal as case studies-two countries in the Napoleonic administrative tradition where previous research has stressed that HE reforms differ from the NPM ideal-and we develop a multi-level analysis (at policy and university levels) to compare their central institutional governance structures with the NPM-driven ideal. Our findings show that both countries present hybrid reform outcomes with similar choices in several aspects that differ from the NPM-driven practical outcomes; thus, a specific regional variance is recognizable. Yet, these structures reflect the Neo-Weberian founding ideas rather than those of NPM. The research implications and possible explanations to reconcile the decoupling between discursive convergence on NPM global reform scripts and Neo-Weberian reform outcomes are discussed.

Dubey, Amlendu; Mehndiratta, Amit; Sagar, Mahim; Kashiramka, Smita (2019):

Reforms in technical education sector. Evidence from World Bank-assisted Technical Education Quality Improvement Programme in India.

In: *Higher Education* 78 (2), S. 273–299. DOI: 10.1007/s10734-018-0343-1.

Abstract:

In this paper, we identify factors which improve the quality of technical education using the data from World Bank's Technical Education Quality Improvement Programme (TEQIP) in India. We evaluate the success of TEQIP in improving the quality of technical education in the country. Our findings show significant impact of this intervention on the quality of the technical education. The design, strategy, and implementation of TEQIP have crucial lessons for developing countries who want to build their technical education sector for rapid economic growth.

Gayardon, Ariane de; Callender, Claire; Green, Francis (2019):

The determinants of student loan take-up in England.

In: *Higher Education* 78 (6), S. 965–983. DOI: 10.1007/s10734-019-00381-9.

Abstract:

Recent changes in higher education financing policies in England have led to more students funding their studies via two types of student loan-for tuition fees and/or for maintenance. Moreover, the average amount borrowed has been increasing. Yet not all students take out loans, and understanding the determinants of take-up is important, not least because those who can manage to study without borrowing enjoy significant advantages both during and after their studies. Using Next Steps, a unique dataset with data on both types of loan and rich information on students' backgrounds and their attitudes to debt, we analyse loan take-up by type of loan. We estimate the strength of the association of loan take-up with each of students' family income, indicators of family wealth (home ownership, private education, not living in a deprived area, social class), parental education, gender, ethnicity and debt aversion. Of these, only social class is found to have no independent effect. We find that these associations can differ according to the type of debt. We also find that, while students from some disadvantaged groups are less likely to take out maintenance loans, this association is accounted for by students living at home while studying, a prime mechanism for debt avoidance.

Gibbs, Paul (2019):

Why academics should have a duty of truth telling in an epoch of post-truth?

In: *Higher Education* 78 (3), S. 501–510. DOI: 10.1007/s10734-018-0354-y.

Abstract:

In this article, I advocate that university education has at its core a mission to enable its communities of scholars (staff and students) to make judgements on what can be trusted, and that they, themselves, should be truth-tellers. It is about society being able to rely upon academic statements, avoiding deliberate falsehoods. This requires trust in oneself to make those judgements; an obligation to do so; and the courage to speak out when such judgements might be unpopular, risky or potentially unsafe. I suggest it should be a duty placed on academics to be truth-tellers and to educate potentially gullible others in what it is to have worthy and reliable self-trust in their own judgements.

God, Yu Tim; Zhang, Hongzhi (2019):

Intercultural challenges, intracultural practices. How Chinese and Australian students understand and experience intercultural communication at an Australian university.

In: *Higher Education* 78 (2), S. 305–322. DOI: 10.1007/s10734-018-0344-0.

Abstract:

In recent years, over half a million Chinese students travelled abroad to study, making China the largest source of international students in the global higher education market. A large Chinese population on campus does not, however, generate prolific interactions between them and local students. Language barriers and cultural distance are frequently cited in the literature as factors that hinder communication, yet it is not clear how they actually affect the communication process. To address this gap, we utilise quantitative and qualitative data collected at one Australian university through an online survey ($n = 124$) and focus groups ($N = 16$) to investigate how Chinese international students and local students understand and experience intercultural communication. We find that both student groups are quite positive about language and cultural differences but struggle with comprehension problems and low-quality interactions. Intercultural communication requires interlocutors to establish common grounds between language and cultural variations via meaning negotiation. However, being restricted by intracultural practices and norms, students are not able to fully utilise communication techniques to fulfil this need. This, in return, affects their motivations to have further intercultural interactions. The paper concludes by discussing the implications for universities and suggestions for further research.

Gu, Michelle Mingyue; Lee, John Chi-Kin (2019):

“They lost internationalization in pursuit of internationalization”. Students’ language practices and identity construction in a cross-disciplinary EMI program in a university in China.

In: *Higher Education* 78 (3), S. 389–405. DOI: 10.1007/s10734-018-0342-2.

Abstract:

This qualitative study investigates the experiences of students in an English as a medium of instruction (EMI) program at a comprehensive university in China and how they construct identity and negotiate legitimacy in the interaction between Western and Eastern traditions and systems in the internationalization of higher education. It finds that this focal EMI program is operated in a combined model of Western systems with local sociocultural and political influences and historical traditions. It also finds that uncertainty and contradiction experienced by both academic staff and students when flexible bilingual teaching are adopted. The findings indicate that internationalization in higher education, despite its ideologically motivated nature, may produce curricular homogeneity but also creates a heterogeneous context of cultures and values and promotes critical understanding of internationalization, globalization, and diversity among students. It is also found that the privilege-afforded EMI students may constrain their future options and lead to identity ambivalence. This investigation is of significance to universities in East Asia that have promoted themselves as world-class universities by implementing internationalization and benchmarking themselves in relation to top universities in English-speaking countries.

Gu, Mingyue Michelle; Guo, Xiaoyan Grace; Lee, John Chi-Kin (2019):

The interplay between ethnic and academic identity construction among South Asian students in Hong Kong tertiary education.

In: *Higher Education* 78 (6), S. 1109–1127. DOI: 10.1007/s10734-019-00391-7.

Abstract:

This qualitative study investigates the interplay between the ethnic and academic identity construction of a group of university students with South Asian backgrounds in Hong Kong. The findings indicate that ethnic identity and ethnic socialization have protective and facilitative effects on learning motivation and academic achievement. It is found that these ethnic minority students receiving tertiary education, holding congruent views of ethnic and academic identity, display a sense of agency and critical reflectivity of both the host society and their heritage communities and see facilitating community uplift and developing a more positive social image of ethnic minorities as their generation's responsibility. Reconstructing an ethnic identity and developing new social images therefore motivate them to pursue academic success. The findings indicate that the South Asian students figured out ways in which to interact with the outer world and set up new roles and spaces (i.e., a heritage community with more positive social image). The findings shed light on how to provide better opportunities for and assistance to ethnic minority students when they pursue higher education.

Hammond, Christopher D. (2019):

Dynamics of higher education research collaboration and regional integration in Northeast Asia. A study of the A3 Foresight Program.

In: *Higher Education* 78 (4), S. 653–668. DOI: 10.1007/s10734-019-00363-x.

Abstract:

This study investigated scientific research collaborations among universities in Northeast Asia and sought to conceptualize how they might influence, and be influenced by, broader processes of regional integration in economic, political, and societal arenas. To investigate these dynamics, a program for regional collaboration initiated jointly by the governments of China, Japan, and South Korea was taken as a case study. Co-authored publication outputs, annual project reports, and interviews with program participants at Japanese universities were analyzed using selected theories from the field of International Relations. The interviews explored the ideas researchers had about the potential for the indirect effects of collaborations to spill over into other arenas, and the barriers faced which impeded regional cooperation. The findings suggest that while a number of barriers exist, the program has contributed to ongoing knowledge production and regional collaboration, societal integration, and the cultivation of a generation of regionally-networked young researchers.

Han, Shuangmiao; Xu, Xin (2019):

How far has the state 'stepped back'. An exploratory study of the changing governance of higher education in China (1978-2018).

In: *Higher Education* 78 (5), S. 931–946. DOI: 10.1007/s10734-019-00378-4.

Abstract:

Due to the politicisation of universities-within-the-state, the state's governance of higher education in China differentiates itself from other countries. This study examines how the Chinese central government adjusts its governance over universities between 1978 and 2018. Based on an extensive analysis of policy documents and scholarly research, this study proposes an analytic framework, comprising the state's governance logics, governance instruments, and institutional demonstrations. The three strategically selected governance instruments, i.e. laws, policies, and finance, are demonstrated through various aspects integral to China's higher education-the dual-governance structure, appointment of the principal leadership, access to higher education, university and discipline structures, curriculum and ideology, funding and grants, and tuition fees. Based on an in-depth investigation, the study argues that the underlying governance logics of the state are moving from direct controls to indirect supervision; however, despite the increasing university autonomy and academic freedom in some areas, the state has never abdicated the essential power and authority over higher education institutions. This paper contributes to the theoretical and practical understanding of China's governance of higher education in recent decades.

Hancock, Sally (2019):

A future in the knowledge economy? Analysing the career strategies of doctoral scientists through the principles of game theory.

In: *Higher Education* 78 (1), S. 33–49. DOI: 10.1007/s10734-018-0329-z.

Abstract:

In recent decades, increasing participation in science, technology, engineering and mathematics (STEM) has emerged as a globally shared policy objective in higher education. This policy objective is underpinned by a commitment to the economic framework of the knowledge economy and the belief that STEM education, knowledge and innovation are prerequisites for economic growth. This paper is concerned with doctoral scientists, who occupy a position of considerable privilege according to knowledge economy discourse: expertly knowledgeable, highly skilled and sought by elite employers. This paper assesses these policy claims against the experiences of recent doctoral scientists studying in the UK. Data from a 3-year mixed-method study are subjected to a novel, game theory informed analysis of students' values, decision-making behaviour and career ambitions. While all doctoral scientists engage in career-oriented strategizing, the game strategies employed by students are diverse and reveal conflicted understandings of knowledge economy policy. Implications of these findings and the analytical merits of game theory are discussed.

Hansen, Hanne Foss; Geschwind, Lars; Kivisto, Jussi; Pekkola, Elias; Pinheiro, Romulo; Pulkkinen, Kirsi (2019):

Balancing accountability and trust. University reforms in the Nordic countries.

In: *Higher Education* 78 (3), S. 557–573. DOI: 10.1007/s10734-019-0358-2.

Abstract:

This paper investigates the accountability mechanisms introduced in the universities in the Nordic countries by building on a typology of accountability types. By utilising survey data, it analyses how academics experience the changes in accountability mechanisms and how they perceive the impact of these changes on their performance. The analysis shows that especially political/bureaucratic and managerial accountability demands have been strengthened. This development has fostered debates on how to measure academic performance. Some academics, more in Denmark than in the other countries, have experienced the development as a sign of mistrust.

Hazelkorn, Ellen; Gibson, Andrew (2019):

Public goods and public policy. What is public good, and who and what decides?

In: *Higher Education* 78 (2), S. 257–271. DOI: 10.1007/s10734-018-0341-3.

Abstract:

Higher education (HE) is usually seen as serving the public good, especially when funded directly by the state, and because of potential social effects such as a reduction in inequality and an increase in social mobility. Public support for higher education is conditional; however, on its capacity, capability and willingness to educate citizens, and to create and disseminate knowledge. But what is the public good and what defines it? Recent years have seen many governments adopt the format of a national strategy or development plan for higher education-setting out national objectives. Similarly, many governments (e.g. Ireland, Netherlands, Hong Kong, Finland and New Zealand) are adopting the policy tool of performance agreements or compacts to better align higher education institutions (HEI) with the national objectives, involving identification of appropriate performance management and indicators. The process by which national objectives are determined varies but may involve a group comprising national and international experts', sometimes using consultation mechanisms (open or limited). The concept of public good has played a significant role in (re)positioning higher education over recent years. This is especially so in response to growing demands for greater accountability for all public organisations, but also, specific concerns regarding growing higher education access/participation, costs/debt, graduate employability/unemployment, and social/economic impact. This paper takes a practical approach-by asking what is the public good' and who defines it' and looking at how different countries are approaching the issue.

Irwin, Amy; Nordmann, E.; Simms, K. (2019):

Stakeholder perception of student employability. Does the duration, type and location of work experience matter?

In: *Higher Education* 78 (5), S. 761–781. DOI: 10.1007/s10734-019-00369-5.

Abstract:

Student employability is a key aspect of higher education, with multiple strategies utilised by Higher Education Institutions to support the employability of their graduates. However, little work has been done to examine, and compare, different types of work experience. To advise students appropriately, it is important to understand the factors that might influence the perceived value of work experience. The current Scottish study investigated three aspects of work experience within the context of the Social Sciences-type (internship or volunteer role), location (extra- or co-curricular) and duration (six months or two years)-and compared stakeholder (student, academic, employer) perception of work experience. The study utilised an experimental vignette design, presenting 175 participants (62 students, 57 employers, 56 academics) with CV excerpts that varied according to the variables of interest. Quantitative and qualitative items were also presented to explore perceptions of work experience. The results indicate that extracurricular experience was viewed more favourably by all stakeholders. The type of experience was an influence, with internships viewed more positively when the job role was a high-level graduate role. The duration of experience did not produce a main effect. There were no significant differences in stakeholder perception of work experience. The qualitative data indicated that the relevancy of both experience and degree topic was important for employability, along with interpersonal and professional skills. These findings may support educators in providing students with advice regarding their activities outside the classroom, with an emphasis on extracurricular and internship experience, tied to student career aspirations, recommended.

Janger, Juergen; Campbell, David F. J.; Strauss, Anna (2019):

Attractiveness of jobs in academia. A cross-country perspective.

In: *Higher Education* 78 (6), S. 991–1010. DOI: 10.1007/s10734-019-00383-7.

Abstract:

Asymmetric international mobility of highly talented scientists is well documented. We contribute to the explanation of this phenomenon, looking at the “competitiveness” of research universities in terms of being able to attract talented early stage researchers. We propose a new hybrid quantitative-qualitative methodology for comparing the top tier of national higher education systems: We characterise a country’s capability to offer attractive entry positions into academic careers building upon the results of a large scale experiment on the determinants of job choice in academia, using a mix of data and expert-based assessment. We examine salary level, quality of life, career perspectives, research organisation, balance between teaching and research, funding and the probability of working with high quality peers. Our results in the form of a job attractiveness index indicate that overall, the US research universities offer the most attractive jobs for early stage researchers, consistent with the asymmetric flow of talented scientists to the US. By comparison with rankings that use survey results or bibliometric data, our methodology offers the advantage of comparing structures and factors shaping the process of research rather than results of research. The findings are hence directly relevant for policies aiming at improving the attractiveness of research universities.

Jung, Jisun; Lee, Soo Jeung (2019):

Exploring the factors of pursuing a master’s degree in South Korea.

In: *Higher Education* 78 (5), S. 855–870. DOI: 10.1007/s10734-019-00374-8.

Abstract:

The aim of this study is to explore the various factors involved in pursuing a master’s degree for university graduates in South Korea. After reviewing theoretical frameworks, including human and social capital theories, an analytical model was constructed to examine the different academic and economic factors involved in pursuing a master’s degree, considering different institutional backgrounds. The data used were collected from the Graduates Occupational Mobility Survey conducted by the Korean Employment Information Service. We obtained the data from 11,960 respondents who graduated from university in 2013. Descriptive statistics and logistics regression were used in the analysis. The results show that gender, age and family socioeconomic status affected students’ decision to pursue a master’s degree. In addition, academic background factors, such as discipline, satisfaction with undergraduate study and intrinsic motivation for the choice of

major, had positive effects on enrolment in master's degrees. However, active participation in the job search process during undergraduate study had negative effects on the decision. Students in research universities in major cities were more likely to pursue a master's degree than those in teaching-oriented universities in local provinces. This study has implications for the motivations, demands and career paths of postgraduate students taking master's degrees.

Komljenovic, Janja (2019):

Making higher education markets. Trust-building strategies of private companies to enter the public sector.

In: *Higher Education* 78 (1), S. 51–66. DOI: 10.1007/s10734-018-0330-6.

Abstract:

This article examines the growth of the higher education industry and specifically the expansion of private companies in the higher education sector. The higher education industry consists of diverse, multiple and variegated markets. Much of the literature concentrates on markets in which universities are increasingly sellers of products and services. This article contributes new knowledge to the field by focusing on the other side of the industry, namely on how universities are increasingly buyers. It specifically focuses on the market-making processes in the time of market emergence or initial market construction and argues that trust is a key constitutive element of market relations. Empirically, it analyses private companies' strategies of penetrating the higher education sector to establish a market and network relations with public universities through trust-building activities. Twenty-two interviews with representatives of private companies from eight countries selling products and services in higher education were conducted. The analysis shows companies have developed three groups of sophisticated strategies to produce their trustworthiness: signalling similarity and integrity, exhibiting competence and commitment and forming an emotional connection. Through these, they aim to advance their markets and consequently contribute to the construction and expansion of the global higher education industry.

Langan, A. Mark; Harris, W. Edwin (2019):

National student survey metrics. Where is the room for improvement?

In: *Higher Education* 78 (6), S. 1075–1089. DOI: 10.1007/s10734-019-00389-1.

Abstract:

The purpose of this study is to use machine learning and exploratory data analysis to interrogate patterns of metrics from a national-level student survey. Analysis of over 1.8 million returns detected long-term stability of the predictors of student satisfaction, with survey items relating to course management and teaching being consistently most influential. All metric outputs increased over the survey period; however, the rates of increase of several dimensions including Overall Satisfaction decreased markedly in the most recent years to a point of levelling off. There was also a growing similarity in an institution of outcomes at a national level. This study contributes new insights into the influential survey instrument, through rigorous determination of the most influential survey items, descriptions of the changes in variability between institutions, and exploration of the importance of patterns of outliers at the extremes of the metric outputs. We also identify a rapidly growing spike in total satisfaction at a broad course level and highlight how this is inconsistent with a customer satisfaction model. We conclude by considering the challenges of the use of national-level student surveys for the management of student satisfaction in higher education.

Laufer, Melissa; Gorup, Meta (2019):

The invisible others. Stories of international doctoral student dropout.

In: *Higher Education* 78 (1), S. 165–181. DOI: 10.1007/s10734-018-0337-z.

Abstract:

A doctorate degree is characterized in the literature as a time of high stress and uncertainty for students as well as subject to worrisome attrition rates, with an estimated 50% of doctoral students discontinuing their degrees. International doctoral students (IDSs) specifically face the additional challenges of adapting to new academic environments and cultures upon embarking on their doctoral journey. While existing research provides us with insight into the general challenges associated

with the international doctoral experience, we have limited understanding of how these challenges contribute to their dropout. Drawing on life story interviews, this study qualitatively investigates the attrition experiences of IDSs at a Western European university. To analyze IDSs' discontinuation stories, we employ the concept of Othering. This concept draws our attention to students' perceptions of being marked as different by those in positions of power or privilege. We identify four types of Othering, where students were cast the Foreign, Academic, Financial, and/or Social Others and the role these played in their discontinuation. Findings suggest that Foreign Othering shadowed and reinforced additional Othering experiences; the IDSs lacked familiarity with the academic system, culture, and language which made them more vulnerable to acute academic challenges, financial hardship, and social exclusion. Based on these findings, we provide recommendations for a more barrier-free and inclusive doctoral experience.

Manosevitch, Idit (2019):

Deliberative pedagogy in a conflicted society. Cultivating deliberative attitudes among Israeli college students.

In: *Higher Education* 78 (4), S. 745–760. DOI: 10.1007/s10734-019-00368-6.

Abstract:

The study contributes to the inter-disciplinary field of deliberative pedagogy (DP), which is an engaged learning approach focused on academic processes that facilitate student learning of values, attitudes, and skills that support deliberative practice (Shaffer et al. 2017, xxi). The analysis examines the perceived effects of a DP course on Israeli students' attitudes associated with the idea of deliberative democracy. The semester-long process was implemented at a private liberal arts college in Israel during three consecutive academic years in 2012 through 2015. Taking a grounded theory approach, the thematic analysis is based on open-ended questionnaire data completed by students who participated in the course (N = 48), and examines their perceptions of the course's effects. Findings provide empirical support for the theoretical conceptualization of DP as a social learning process designed to affect students' attitudes associated with deliberative practice within their particular social-political context. The study also contributes to the understanding of deliberative faith and its role in deliberative pedagogy. The author discusses the implications for Israel and similarly conflicted political contexts as well as for the field at large.

Mathieson, Susan (2019):

Integrating research, teaching and practice in the context of new institutional policies. A social practice approach.

In: *Higher Education* 78 (5), S. 799–815. DOI: 10.1007/s10734-019-00371-x.

Abstract:

Most research on the implementation of research-informed teaching has focused on influencing the individual practices of academics. However, social practice theory has criticised individualist approaches, arguing that attention must be paid to the context of practice, which in the academic context requires a focus on how academics articulate agency in their teaching practices in relation to specific contextual opportunities and constraints. This small-scale qualitative study in a UK university explores how academics across eight disciplines reshaped their understandings and practices of research-informed teaching in the context of a change in institutional mission from teaching and professional practice to incorporate expectations around research, drawing on developments in social practice theory when applied to academic workgroups. Understandings of identity and agency developed in postcolonial literary theory are used to further explore the academic work involved in creating new narratives for research-informed teaching in the context of changing, and often contradictory discourses of research, teaching and practice. This has implications for approaches to implementing research-informed teaching, which should recognise the work of academics in developing new narratives for research-informed teaching in the context of unique configurations of the nexus between research, teaching and practice in different disciplines. Social practice theory provides a lens for considering the contextual elements impacting on academic approaches to research-informed teaching, while approaches to narrative borrowed from postcolonial literary theory foreground the agency of academics in working across contradictions that surfaced with changes to the nexus between research, teaching and practice, to create emergent practices of research-informed teaching.

Mazenod, Anna; Hodgen, Jeremy; Francis, Becky; Taylor, Becky; Tereshchenko, Antonina (2019):

Students' university aspirations and attainment grouping in secondary schools.

In: *Higher Education* 78 (3), S. 511–527. DOI: 10.1007/s10734-018-0355-x.

Abstract:

International evidence shows that students from more disadvantaged backgrounds are less likely to attend university. We examine the potential link between university aspiration and secondary schools' attainment grouping practices (tracking/setting). Modelling of longitudinal student questionnaires (N = 6680) completed in England suggests that there is a slight cumulative association between students' university aspirations and their set placement. Interestingly, we find that students' self-confidence predicts university aspirations over and above both prior aspirations and attainment. Our findings suggest that to improve our understanding of students' university aspirations it is crucial to take account of factors other than just prior attainment. The concept of capacity to aspire emphasises the multiplicity of factors involved in enabling or hindering aspirations for university, and their interaction over time. We argue that universities have an important role in realising more socially just patterns in higher education participation through outreach work that can enhance students' capacity to aspire to university.

McGrath, Lisa; Negretti, Raffaella; Nicholls, Karen (2019):

Hidden expectations. Scaffolding subject specialists' genre knowledge of the assignments they set.

In: *Higher Education* 78 (5), S. 835–853. DOI: 10.1007/s10734-019-00373-9.

Abstract:

Subject specialists' knowledge of academic and disciplinary literacy is often tacit. We tackle the issue of how to elicit subject specialists' tacit knowledge in order to develop their pedagogical practices and enable them to communicate this knowledge to students. Drawing on theories of genre and metacognition, a professional development activity was designed and delivered. Our aims were to (1) build participants' genre knowledge and (2) scaffold metacognitive awareness of how genre knowledge can enhance their pedagogical practices. The findings reveal that participants built a genre-based understanding of academic literacy and that the tasks provided them with an accessible framework to articulate and reflect upon their knowledge of disciplinary literacy. Participants gained metacognitive awareness of misalignments between what they teach and what they expect from students, their assumptions about students' prior learning and genre-based strategies to adapt their practice to students' needs. Our approach provides a theoretically grounded professional development tool for the HE sector.

Miller-Idriss, Cynthia; Friedman, Jonathan Z.; Auerbach, Jennifer (2019):

Jumping, horizon gazing, and arms wide. Marketing imagery and the meaning of study abroad in the USA.

In: *Higher Education* 78 (6), S. 1091–1107. DOI: 10.1007/s10734-019-00390-8.

Abstract:

Images of students in overseas settings have become a common feature of university websites in the USA, as universities employ bold visual imagery to encourage student participation in study abroad programs and to market the university more broadly. In this paper, we analyze the content of this visual material, reporting on an extensive analysis of 2000 screenshots from the websites of 39 leading U.S. research universities. We focus on three recurring visual categories of meaning that show up across the cases: images of students jumping, horizon-gazing, and standing with their arms open wide. We extend prior analyses of how marketing imagery commodifies study abroad, arguing that these images must also be situated within the cultural context of elite American higher education, where college is not only seen as a utilitarian or academic pursuit, but is also-or perhaps mostly-understood as a time of fun, maturation, personal discovery, and self-transformation. This work makes a methodological contribution toward the use of visual imagery in higher education research and also advances theoretical studies of how the meaning of study abroad is constructed and communicated.

Pablo Queupil, Juan; Luisa Munoz-Garcia, Ana (2019):

The role of women scholars in the Chilean collaborative educational research. A social network analysis.

In: *Higher Education* 78 (1), S. 115–131. DOI: 10.1007/s10734-018-0333-3.

Abstract:

Collaboration is an indispensable tool to promote and increase research. However, little is known about the role of women in collaborative efforts among educational scholars, especially in developing countries, such as Chile. We apply social network analysis (SNA) to examine the relationships and patterns that emerge from a dataset retrieved from Web of Science (WoS) of coauthored scholarly publications. Using sociograms and networks' centrality indicators (density, degree, betweenness, and closeness) and bibliometric results, this study focuses on detecting the role of women in the collaborative networks. Our results show that the presence of women in the research space is stable across time, but they tend to collaborate more than men, acting as important bridgers since 2000, and that their contribution is relevant in promoting networking. This paper invites a reflection about the policies of research and gender, as well as the positionality of women doing knowledge on education.

Page, Alexander Gamst; Chahboun, Sobh (2019):

Emerging empowerment of international students. How international student literature has shifted to include the students' voices.

In: *Higher Education* 78 (5), S. 871–885. DOI: 10.1007/s10734-019-00375-7.

Abstract:

Social isolation has been a central focus within international student research, especially with regard to international/host national relations. While a worthy area of study, we argue that the sheer volume of such research stems from the fact that universities' recruitment of foreign students is often justified by the claim that a more international campus will engender cross-cultural skills. The main argument of this paper is that, from this perspective, the "point" of such sojourns is seen as social, and any lack of interaction becomes problematic. This is an intellectually respectable position, but it is problematic that it has come to dominate the field to such a degree that the students' own experiences and goals are rarely heard. This paper calls for a de-muting of international students in research, so that more research is oriented by their stated priorities. While there has been a shift in this regard around the turn of the millennium, presumptions as to the purpose of educational sojourns remain and continue to colour research.

Page, Susan; Trudgett, Michelle; Bodkin-Andrews, Gawaian (2019):

Creating a degree-focused pedagogical framework to guide Indigenous graduate attribute curriculum development.

In: *Higher Education* 78 (1), S. 1–15. DOI: 10.1007/s10734-018-0324-4.

Abstract:

Globally, rapid technological advancement is creating widespread concern about workforces of the future, and universities are expected to produce highly skilled graduates to meet the unrelenting demands of knowledge economies. In this context, graduate attributes are a means for developing employability skills and an avenue for institutions to demonstrate to employers and potential graduates that the requisite skills will be developed during a degree. To meet these needs, graduate attributes tend to emphasise a range of generic abilities such as team work, communicating effectively, or critical thinking. While these soft skills are common in suites of graduate attributes, more recently, a next generation of attributes is emerging. The curriculum has now become a site for critical global issues such as sustainability. Also, globalisation is driving universities to foster graduates' intercultural and international skills, reflecting a diversifying and internationalised workforce. In Australian universities, and those in other colonised nations such as Canada and New Zealand, there is a growing emphasis on ensuring that graduates engage with Indigenous content and develop the capacity to work effectively with and for Indigenous peoples to address inequities and promote social justice. Using a case example from an Australian university curriculum project, we describe a degree framework developed to guide the institution wide implementation of Indigenous graduate attributes. Although the case context is quite specific, the guiding principles have widespread relevance for embedding graduate attributes into university curricula.

Pherali, Tejendra; Lewis, Alexandra (2019):

Developing global partnerships in higher education for peacebuilding. A strategy for pathways to impact.

In: *Higher Education* 78 (4), S. 729–744. DOI: 10.1007/s10734-019-00367-7.

Abstract:

Higher education faces attack, erosion, underfunding and loss of capacity in contexts of armed conflict and state fragility. Losses in university capacities through casualties, injuries and internal displacement or forced migration are difficult to compensate for due to the degree of investment required to restore or lay new foundations for quality teaching and research, while attacks on universities may also discourage learners from attending tertiary education. Drawing upon a research and capacity development project in Somaliland, we propose a global strategy for higher education partnerships in teaching, research and development with practical outcomes in the area of education, conflict and peacebuilding. This strategy would address research and pedagogical training needs for higher education teachers; develop educational partnerships between higher education institutions in conflict-affected regions to facilitate collaborative teaching exchange; and enhance collaboration between higher education institutions, civil society and I/NGOs to promote peacebuilding in conflict-affected societies.

Pinto, Luisa Helena; Pereira, Pedro Capa (2019):

‘I wish to do an internship (abroad)’. Investigating the perceived employability of domestic and international business internships.

In: *Higher Education* 78 (3), S. 443–461. DOI: 10.1007/s10734-018-0351-1.

Abstract:

This study examines the perceived employability of facultative domestic and international business internships, using an experimental between-subject factorial design. A sample of 194 Portuguese business employees rated the employability of six fictitious resumes of business graduates varying in gender and participation in a facultative internship. The resumes were target to an entry-level marketing position and were rated on a set of employability outcomes, such as job suitability, employability skills and starting salary. The results showed that the non-participation condition resulted in the worst rates of job suitability and employability skills, while the outcomes of the international and the domestic conditions were not significantly different from each other. Male interns were the most well ranked in job suitability and starting salary, while female non-interns were the worst ranked. This study provides evidence that an internship experience, even if facultative, is an information ‘good to add’ in the resume but does not support the prediction that ‘the more international the better’. This evidence suggests that graduates’ employability depends not only on the academic credentials and skills they can bring to the labour market as on the expectations about their unique contribution. This study is one of the first to empirically examine the perceived employability of facultative business internships, exploring the relevance and value of domestic and international experiences.

Reale, Emanuela; Morettini, Lucio; Zinilli, Antonio (2019):

Moving, remaining, and returning. International mobility of doctorate holders in the social sciences and humanities.

In: *Higher Education* 78 (1), S. 17–32. DOI: 10.1007/s10734-018-0328-0.

Abstract:

International mobility of doctorate holders is one important dimension of the general phenomenon of internationalization and globalization of research systems, which is supposed to have positive effects on economy and society. Although issues of international mobility for doctorate holders have been largely investigated, there is still relatively little information about the factors affecting those with degrees specifically in the social sciences and humanities (SSH). Considering this, the aim of the current paper is twofold: first, to investigate whether the propensity of a doctorate holder in SSH to experience a period of international mobility during the career is influenced by mobility during the educational stage; second, to examine whether the mobility after doctoral degree affects the choice of doctorates to return to their country of origin, as opposed to remaining abroad, controlling for peculiar aspects of the higher education sector of employment. The results show that international mobility during graduate education and at the moment of choosing the first job on attaining the

PhD are important factors influencing the future mobility of doctorate holders in the SSH areas. These same factors also influence the individual's propensity to diverge (continue abroad) or converge (remain, return) with respect to their initial country of employment. The results of this investigation improve our knowledge about the effects generated by the early choices of individuals, which could support decision-makers in designing instruments addressing the international mobility of doctorate holders and, when relevant, creating the conditions for their return.

Rungfamai, Kreangchai (2019):

State, university, and society. Higher educational development and university functions in shaping modern Thailand.

In: *Higher Education* 78 (1), S. 149–164. DOI: 10.1007/s10734-018-0335-1.

Abstract:

The case of higher educational development in Thailand is intriguing in the sense that the country, with the deep religious root of Buddhism, was never colonized; however, the shadow of Westernization in the higher education system is strongly evident. The functions of Thai higher education have played a crucial role in shaping the country's modern society in political, economic, and social aspects. The five terms of the state, the university, society, changing environments, and higher education functionality are adopted as a conceptual ground of the investigation. The intertwined roles and power relationships of the three actors-the state, the university, and society-surrounding by the changing environments at global, regional, and local levels have largely influenced and determined the functionality of universities in the country's development. The paper investigates the actions and interactions among these three factors under the changing environments that have shaped the major shifts and incidents of the country's development. It highlights the universities' functions in modern Thai society in the different eras. With the conceptual framework, the historical account of Thai higher educational development is analyzed through six phases: (1) Buddhism and Thai higher learning; (2) the threat of colonialism; (3) the Siamese Revolution and the end of absolute monarchy; (4) the Cold War and the military regime; (5) the Student Uprising, democracy, and soaring population; and (6) the Asian Financial Crisis of 1997 and the forces of globalization.

Rytivaara, Anna; Wallin, Anna; Saarivirta, Toni; Imre, Robert; Nyysola, Niina; Eskola, Jari (2019):

Stories about transnational higher education (TNHE). Exploring Indonesian teachers' imagined experiences of Finnish higher education.

In: *Higher Education* 78 (5), S. 783–798. DOI: 10.1007/s10734-019-00370-y.

Abstract:

We examined Indonesian school teachers' perceptions and expectations about their professional learning, and their justifications for these, before they embarked on a transnational master's programme carried out in both Indonesia and Finland. The data were collected using the method of empathy-based stories. The findings showed that the teachers expected the programme content, execution and internationality to impact positively on their professional learning, while negative professional learning scenarios were framed as stemming from a lack of personal motivation or lack of support from the Indonesian community. Moreover, the teachers expected to become more skilled professionals not only as teachers in their classrooms but also more widely as experts in their communities.

Ryttberg, Malin; Geschwind, Lars (2019):

Professional support staff in higher education. Networks and associations as sense givers.

In: *Higher Education* 78 (6), S. 1059–1074. DOI: 10.1007/s10734-019-00388-2.

Abstract:

The aim of this study is to explore the functions that professional networks could have as sense givers during the process in which professional support staff at higher education institutions make sense of their roles. The empirical data comprise interviews with three categories of support staff at three technical universities in Sweden and a review of home pages and other written sources from ten, both Swedish and international, professional networks. One conclusion is that the

networks can serve as sense givers for the professional support staff related either to the professional task or to the relational characteristics. However, these functions are not straightforward. The support staff in focus comprise a new category, with no ready-made scripts for their roles. Given that membership in these networks is voluntary, the networks may face challenges in their functions as sense givers. The networks thus opt for other ways of attracting members. This voluntariness in combination with a plasticity in the roles of the support staff suggests that the functions of professional networks not only will vary, but might also be limited as sense givers in the sense making process of professional support staff at higher education institutions (HEIs).

Sadiq, Hassan; Barnes, Karen I.; Price, Max; Gumede, Freedom; Morrell, Robert G. (2019):

Academic promotions at a South African university. Questions of bias, politics and transformation.

In: *Higher Education* 78 (3), S. 423–442. DOI: 10.1007/s10734-018-0350-2.

Abstract:

The system of academic promotion provides a mechanism for the achievements of staff to be recognised. However, it can be a mechanism that creates or reflects inequalities, with certain groups rising to the top more readily than others. In many universities, especially in the global North, white men are preponderant in senior academic ranks. This leads to concerns about sexism and racism operating within processes of promotion. There is a global sensitivity that academic hierarchies should be demographically representative. In this study, we examine the data on eleven years of promotions at the University of Cape Town (UCT), a highly ranked, research-led university in South Africa. Its historical roots lie in a colonial past, and despite substantial increases in the number of black scholars, its academic staff complement is still majority white, driving the intensification of its transformation efforts. A quantitative analysis using time to promotion as a proxy for fairness was used to examine patterns of promotion at the university. Although international staff, those in more junior positions, with higher qualifications and in certain faculties enjoyed quicker promotion time, no association was found between time to promotion and gender. There were some differences in time to promotion associated with self-declared ethnicity (taken as synonymous with race), but these associations were not consistent. Although our findings provide some quantitative evidence of UCT's success at creating a fair system of academic advancement, broader demographic transformation remains a priority. However, this cannot be addressed in isolation from the wider higher education enterprise.

Shankland, Rebecca; Kotsou, Ilios; Vallet, Fanny; Bouteyre, Evelyne; Dantzer, Cecile; Leys, Christophe (2019):

Burnout in university students. The mediating role of sense of coherence on the relationship between daily hassles and burnout.

In: *Higher Education* 78 (1), S. 91–113. DOI: 10.1007/s10734-018-0332-4.

Abstract:

Student distress is considered as a specific public health issue as research has shown increased levels of anxiety, depression, and risk behaviors in this population. Students report high levels of daily hassles, workload, lack of meaning, manageability, and understanding throughout their university years. These factors lead to increased academic burnout. In line with these findings, the current study aimed at assessing the mediating role of sense of coherence in the relationship between daily hassles and academic burnout. Furthermore, in order to assess the importance of sense of coherence in the field of academic burnout research, the percentage of variance of academic burnout explained by the sense of coherence was compared with the percentage of variance explained by optimism—a widely studied protection factor in the field of burnout and negative affect. This paper also reports the French validation of the Maslach Burnout Inventory-Student Survey (MBI-SS) used in this study to assess academic burnout. The sample was composed of 328 students from three French universities. Results indicate that the French version of the three-factor model showed comparable reliability, sensitivity, and construct validity to the original MBI-SS. Sense of coherence played a mediating role between daily hassles and burnout. Furthermore, sense of coherence explained a larger portion of academic burnout variance than optimism. Results are discussed in light of past findings on academic burnout, and future prevention and treatment perspectives are suggested.

Spencer-Oatey, Helen; Dauber, Daniel (2019):

Internationalisation and student diversity. How far are the opportunity benefits being perceived and exploited?

In: *Higher Education* 78 (6), S. 1035–1058. DOI: 10.1007/s10734-019-00386-4.

Abstract:

Most schemes that rank universities for their level of internationalisation are based on compositional criteria, such as the numbers of international students and staff, and student mobility numbers. Yet if such diversity is to be meaningful beyond financial benefits and enhance the quality of education and research, including stimulating growth in (inter alia) intercultural competence, other measures are needed. Research in the intercultural field indicates that two foundational elements are required for this stimulation: (a) positive attitudes (e.g. openness and curiosity) towards diversity and motivation to learn about/engage with it and (b) experiences of difference that challenge people's viewpoints, ideas and ways of doing things. Yet these variables are rarely probed simultaneously in higher education research. This article reports a study that used a tool to probe both of these elements in combination, in relation to three facets relevant to internationalisation: social integration, academic integration and global opportunities and support. The study draws on data from 2360 students, gathered from four different countries, to explore how the opportunity benefits offered by diversity are being perceived and exploited by the respondents. The interconnections between the variables are explored, along with similarities and differences in ratings across regional groups. The article ends by discussing the conceptual and strategic planning implications of the findings.

Stage, Andreas Kjaer; Aagaard, Kaare (2019):

Danish universities under transformation. Developments in staff categories as indicator of organizational change.

In: *Higher Education* 78 (4), S. 629–652. DOI: 10.1007/s10734-019-00362-y.

Abstract:

Claims of fundamental changes of the organizational model of universities have been widespread during the latest decades. To empirically assess the character and extent of organizational change is however not straightforward. This article contributes with partial, but also very tangible evidence of long-term organizational changes at Danish universities by analyzing detailed data on staff composition and salary distributions. The article shows that Danish universities indeed have undergone significant transformations, but that the full extent of these changes only becomes visible when a fine-grained analytical approach is employed. On the academic side of the organizations, relatively low-wage temporary positions have boomed at the expense of more expensive permanent ones. On the administrative side, specialized and highly educated administrative staff has surged substantially, while less expensive positions such as clerks, technicians, and service staff conversely have diminished in relative terms. Hence, while the analysis supports the overall claims in the literature, it also adds important nuances to the dominant narratives of organizational change.

Szadkowski, Krystian (2019):

The common in higher education. A conceptual approach.

In: *Higher Education* 78 (2), S. 241–255. DOI: 10.1007/s10734-018-0340-4.

Abstract:

This article provides a map of the three-element conceptual set of the common (the common good, the commons, and the common) in reference to higher education. It does so using a method of political ontology. It discusses the three concepts in reference to the six dimensions of higher education reality (ontology, politics, ownership, governance, benefits, and finance). Thus, it not only presents a systematic view of higher education reality as seen through the lenses of the common but also explains the substantial (and in some cases, subtler) differences between the concepts themselves. Moreover, it addresses briefly the differences between the concepts from the order of the common and those from the order of the public. Finally, the article seeks to offer an insight into what this particular conceptual set may provide the researchers in terms of thinking through, and designing an alternative to the current predicament of higher education.

Tran Le Huu Nghia; Hoang Truong Giang; Vo Phuong Quyen (2019):

At-home international education in Vietnamese universities. Impact on graduates' employability and career prospects.

In: *Higher Education* 78 (5), S. 817–834. DOI: 10.1007/s10734-019-00372-w.

Abstract:

This article reports a study that explored how at-home international education, known as advanced programs, offered by Vietnamese universities contributes to students' employability and career prospects. Data included 30 interviews with third- and fourth-year students, two institutional reports, and a national report on the progress of these programs after 10 years of implementation. The data were analyzed using a content-analysis approach. The results showed that advanced programs could help students develop human capital, expand their social network, enrich cultural understanding via mobility, enhance their career adaptability, and develop professional identity. However, despite quality learning outcomes, approximately one-third of graduates appeared not to successfully secure relevant employment within a year post-graduation. This article explains possible factors causing the gap between students' employability and employment outcomes and suggests ways to fill the gap.

van Deursen, Stijn; Kummeling, Henk (2019):

The New Silk Road. A bumpy ride for Sino-European collaborative research under the GDPR?

In: *Higher Education* 78 (5), S. 911–930. DOI: 10.1007/s10734-019-00377-5.

Abstract:

The Chinese New Silk Road initiative offers unique opportunities for setting up Sino-European research collaborations. Academic cooperation between countries that are rooted in completely different legal, cultural, and academic backgrounds might however also create new challenges. This article investigates the impact of these differences in the field of the protection of personal data, which is a topic that is currently high on the EU's agenda. Whereas the protection of personal data is engrained in the European Union's legal framework, this is not the case in China. This might be problematic, given the fact that scientific collaboration often entails the exchange of (sensitive) personal data. We explore to what extent the General Data Protection Regulation still allows the transfer of such data for scientific purposes to China. After having analyzed the Chinese system in light of the European legislation, we conclude that the sharing of personal data with China is challenging at a minimum. Until more stable legal arrangements are set up in order to facilitate such practices, it is important to share only anonymized data or to acquire consent of the data subject.

Wang, Qingqing; Jung, Jiwon; Bozeman, Barry; Gaughan, Monica (2019):

Collaboration cosmopolitanism. What are the effects on the “overlooked majority” of scientists and engineers?

In: *Higher Education* 78 (6), S. 1011–1034. DOI: 10.1007/s10734-019-00385-5.

Abstract:

Despite the fact that the vast majority of STEM (science, technology, engineering, and mathematics) workers are those with a bachelor's degree, past studies in science policy and higher education are largely focused on research collaboration and nearly all examine doctoral-level or academic researchers. We use licensed data from the U.S. National Science Foundation to examine the impacts of collaboration cosmopolitanism on the job satisfaction and salary of bachelor-level science professionals. The concept of collaboration cosmopolitanism (Bozeman and Corley in *Research Policy*, 33(4), 599–616, 2004) pertains to various aspects of institutional and geographic distance in collaboration. We found that STEM college graduates having double-majored or minored in other fields tend to have higher levels of collaboration cosmopolitanism. We also found a significant positive relationship between collaboration cosmopolitanism and career outcomes. Women with STEM bachelor's degrees are paid less than men, but women engaging in higher collaboration cosmopolitanism enjoy more benefits towards career outcomes than do men. We conclude with a discussion of policy implications for STEM higher education.

Wang, Yanqing; Huang, Xinzhuo; Schunn, Christian Dieter; Zou, Yan; Ai, Wenguo (2019):

Redesigning flipped classrooms. A learning model and its effects on student perceptions.

In: *Higher Education* 78 (4), S. 711–728. DOI: 10.1007/s10734-019-00366-8.

Abstract:

To maximize learners' performance promotion in flipped classroom, this research redesigns a flipped classroom with four integrated practices: speed response questions, teacher face-to-face counselling, independent practices and team projects. Using questionnaire (N = 66) and interview (N = 20) data, the model is tested in two undergraduate introductory computer science courses in China, where students are typically reticent to engage in active learning in class. Data from a bipolar scale revealed that the majority of students regarded the new model as more student-centred. Using a learning capability matrix, this research deeply explored the benefits by learning dimension. The interviews provided details on the students' positive attitudes to the model and one area of concern. This research may be helpful for the scholars who are redesigning their flipped classrooms or developing new in-class activities.

Webber, Karen L. (2019):

Does the environment matter? Faculty satisfaction at 4-year colleges and universities in the USA.

In: *Higher Education* 78 (2), S. 323–343. DOI: 10.1007/s10734-018-0345-z.

Abstract:

Faculty members seek employment in an environment that offers good fit and work satisfaction. As in other countries, higher education institutions in the USA vary by size, disciplinary focus, and emphasis on research. This study examined faculty satisfaction by institution type (baccalaureate, master's, doctoral, and research) for recent full-time faculty members in 100 US 4-year institutions. Findings showed that, overall, satisfaction was highest for respondents in baccalaureate colleges. Subsequent analyses to examine strength of difference across institutional type confirmed initial differences for some facets of satisfaction, but not for others. Although differences that contributed to satisfaction by type were limited, results showed that faculty perceptions of the institutional environment firmly contribute to their satisfaction. Additional findings as well as policy and program implications are discussed.

Yan, Weiwei; Zhang, Yin (2019):

User behaviors and network characteristics of US research universities on an academic social networking site.

In: *Higher Education* 78 (2), S. 221–240. DOI: 10.1007/s10734-018-0339-x.

Abstract:

Academic social networking sites are important communication tools commonly used by scholars. In order to obtain an understanding of how scholars at US higher education institutions utilize these sites, this study took ResearchGate (RG) as an example and collected data from 168,059 users from 61 US higher education institutions at three research activity levels as defined by the Carnegie Classification. A hierarchical cluster analysis was conducted, and four clusters of institutions with different behavior patterns were observed. The results indicate that US higher education institutions play different roles based on their academic influence in the network and demonstrate distinct behaviors in overall participation, information seeking, and information sharing. Users from universities of higher academic influence exhibited a preponderance for presentation behavior and were popular in the network, while scholars at moderate research-level institutions were active in seeking behavior as well as self-improvement. However, those at lower levels were comparatively inactive. The hierarchical clustering result also suggests that user behavior on this academic social networking site reflects the academic research activity level and level of academic influence accurately and effectively. These findings show a positive correlation between levels of scholarly output and utilization of academic social networking sites. This study also contributes to the ongoing efforts in understanding the scholarly use of academic social networking sites, and to the debate on whether associated alternative metrics (altmetrics) serve as supplementary evaluation measures of scholarship in higher education. The practical implications of the study are also discussed.

Zha, Qiang; Wu, Hantian; Hayhoe, Ruth (2019):

Why Chinese universities embrace internationalization. An exploration with two case studies.

In: *Higher Education* 78 (4), S. 669–686. DOI: 10.1007/s10734-019-00364-w.

Abstract:

Internationalization has become a new landmark of Chinese higher education, measured by indicators such as personnel mobility, number of offshore/joint programs, and international publications. Chinese universities have moved from isolation to the forefront of internationalization in a short timeline and amid the dramatic expansion of Chinese higher education to a mass system since the late 1990s. This has set the context of the internationalization discourse. At the same time, Chinese upper- and middle-class families increasingly choose not to send their offspring to Chinese universities, but rather to study abroad. These developments add up to a puzzle as to how internationalization has helped lift the standards of Chinese higher education. Drawing on the glonacal agency heuristic, resource dependency theory, and the Ethical Internationalism in Higher Education (EIHE) perspective, this paper utilizes the case study of two Chinese universities to address such two research questions: (1) How have Chinese universities managed to rise so dramatically in terms of internationalization? and (2) Why do they embrace internationalization so enthusiastically and how does this benefit them?

Zilvinskis, John (2019):

Measuring quality in high-impact practices.

In: *Higher Education* 78 (4), S. 687–709. DOI: 10.1007/s10734-019-00365-9.

Abstract:

High-impact practices (HIPs), such as undergraduate research, internships, and senior-capstone projects, are prominent within the academy. Scholars surmise aspects of HIP quality (e.g., student effort, peer collaboration, and faculty interaction) are related to desired outcomes for students (e.g., engagement, GPA, and satisfaction). Using data from the 2015 administration of the National Survey of Student Engagement, respondents who participated in these three HIPs were asked additional questions regarding quality of experience. Results from this study indicate that increased levels of expectations, faculty interaction, and real-world application are related to increases in outcomes; however, these relationships are not consistent among underserved populations.

Reviews

Ashwin, Paul (2019):

Entwistle, N.: Student learning and academic understanding: a research perspective with implications for teaching, Academic Press, 2018.

[Review]. In: *Higher Education* 78 (6), S. 1139–1141. DOI: 10.1007/s10734-019-00379-3.

Ashwin, Paul (2019):

Orr, S., and Shreeve, A. (2017). Art and design pedagogy in higher education: knowledge, values and ambiguity in the creative curriculum. Routledge.

[Review]. In: *Higher Education* 78 (1), S. 183–184. DOI: 10.1007/s10734-018-0336-0.

Hu, Wei (2019):

Joseph E. Aoun: Robot-proof: higher education in the age of artificial intelligence, Cambridge, Massachusetts, MIT Press, 2017, 216 pp., £19.95 (hbk), ISBN 978-026-20-3728-0.

[Review]. In: *Higher Education* 78 (6), S. 1143–1145. DOI: 10.1007/s10734-019-00387-3.

Huang, Hui; Kan, Yue (2019):

Joseph E. Aoun: Robot-proof. Higher education in the age of artificial intelligence.

[Review]. In: *Higher Education* 78 (1), S. 187–188. DOI: 10.1007/s10734-018-0326-2.

Wang, Si-Yao; Huang, Ya-Ting (2019):

Nick Zepke: Student engagement in neoliberal times: theories and practices for learning and teaching in higher education.

[Review]. In: *Higher Education* 78 (1), S. 185–186. DOI: 10.1007/s10734-018-0325-3.

Yang, Lili (2019):

Christopher J. Johnstone and Li Li Ji (eds.): The rise of China-U.S. international cooperation in higher education: views from the field, Brill, Netherland, 2018.

[Review]. In: *Higher Education* 78 (1), S. 189–191. DOI: 10.1007/s10734-018-0327-1.

Specials

Dubey, Amlendu; Mehndiratta, Amit; Sagar, Mahim; Kashiramka, Smita (2019):

Correction to: Reforms in technical education sector: evidence from World Bank-assisted Technical Education Quality Improvement Programme in India.

[Correction]. In: *Higher Education* 78 (2), S. 301–304. DOI: 10.1007/s10734-019-0357-3.

Abstract:

Tables 9 and 10 in the original article contained a typographical error. The corrected Tables 9 and 10 are now given next page.

Gayardon, Ariane de; Callender, Claire; Green, Francis (2019):

Correction to: The determinants of student loan take-up in England.

[Correction]. In: *Higher Education* 78 (6), S. 985–990. DOI: 10.1007/s10734-019-00402-7.

Abstract:

Correction to: Higher Education, <https://doi.org/10.1007/s10734-019-00381-9>

The original version of this article unfortunately contained mistakes. Below are the corrections:

1. On page 9, "83%" should be changed to "84%" in this line "However, because most students take out both types of loans (84% of borrowers in...."
2. There were typesetting errors in Tables 1, 2 and 3. The corrected tables are now shown in the next pages.

The original article has been corrected.

Muller, Seán M. (2019):

Reply to "Research incentives and research output". A caution on quantity incentives and the use of economic models for higher education policy.

[Response to previous paper]. In: *Higher Education* 78 (6), S. 1129–1138. DOI: 10.1007/s10734-019-00382-8.

Abstract:

Using an economic model of academic behaviour, Jorgensenn and Hanssen (*Higher Education*, 76, 1029–1049, 2018) find that a research incentive based on pages of output would not compromise research quality. Given that quantity is more easily observable, they suggest that such an incentive may have merit as an actual policy. This finding of the economic modelling exercise is shown to rest on an inadequate representation of the policy problem: once the policymaker's resource trade-off is accounted for, the result fails to hold. A number of other findings and assumptions are critically examined, along with the problematic conflation of findings and assumptions. These concerns raise the broader matter of the merit of using formal economic models to inform higher education policy. A number of reasons are provided to substantiate the view that such models are likely to be inappropriate for this purpose and any policy proposals derived in this fashion ought to be treated with considerable caution.

Editorials

Schneijderberg, Christian (2019):

Research Concerning Quality Assurance as Research on the Consequences of Political Reforms.

[Editorial]. In: *Higher Education Policy* 32 (1, SI), S. 1–3. DOI: 10.1057/s41307-018-00131-z.

Original Articles

Austin, Ian (2019):

Governance Architectures in Higher Education Arising from Extra Information on Learning Outcomes.

In: *Higher Education Policy* 32 (4), S. 617–637. DOI: 10.1057/s41307-019-00166-w.

Abstract:

This article discusses the governance architectures that facilitate and/or arise from extra information in learning outcomes. It is based on an analysis of literature and makes the connections between governance, policy, accountability, learning outcomes and information derived from learning outcomes data. The article discusses learning outcomes as an instrument of policy, a tool of governance and a source of information. The aim is to gain greater insights into higher education governance architecture associated with increased information from learning outcomes implementation. To achieve the article's aim, I draw on a theoretical perspective of governance - agency theory (Jensen and Meckling in *J Financ Econ* 3(4):305-360, 1976). The article concludes that the learning outcomes are a source of information for assessing institutional performance and are at the intersection of governance, policy and pedagogy in higher education. However, learning outcomes must be carefully specified and appropriately assessed for the information to be useful and policy goals to be realized. The article ends with a call for additional comparative studies to capture learning outcomes implementation differences.

Bar-Haim, Eyal; Blank, Carmel; Rotman, Assaf (2019):

Taking Their Place. Educational Expansion and Inequality of Educational Opportunities-A Gendered Perspective.

In: *Higher Education Policy* 32 (4), S. 639–661. DOI: 10.1057/s41307-018-0122-8.

Abstract:

Educational expansion and gender differences in educational attainment have both been studied in various contexts, but their interdependence has rarely been examined, and even then, yielded conflicting results. We focus on the expansion of tertiary education in Israel resulting from several reforms introduced in the mid-1990s and ask two questions: (a) How did educational expansion affect inequality of opportunity (IEO)? (b) Did the effect of educational expansion differ between men and women? Based on the Israeli census, we examine changes in IEO between 1995 and 2008 across all levels of education. We find that women from lower socioeconomic background were the main beneficiaries of the expansion, especially at the MA+ level. Several explanations for these findings are discussed.

Baumann, Janosch; Kruecken, Georg (2019):

Debated Legitimacy. Accreditation in German Higher Education.

In: *Higher Education Policy* 32 (1, SI), S. 29–48. DOI: 10.1057/s41307-018-0120-x.

Abstract:

We analyze the debated legitimacy of formal accreditation procedures in Germany and give reasons for why accreditation as compared to other higher education reforms has not gained legitimacy over time. Conceptually, we combine two perspectives that put the issue of legitimacy at the forefront of analysis: sociology's new institutionalism and Luhmann's work on the legitimacy of procedures. Using the first approach, it is clear that in particular the external, macro-legitimacy is debated. Following Luhmann, it becomes obvious that the requirements for legitimacy of procedures at the internal, micro-level requirements are hardly met. For the two approaches, we give reasons why this is the case. After a brief overview of the German accreditation system, we illustrate the contested legitimacy by reconstructing the perspectives of professors who are members of the academic profession and central individual actors in the accreditation system. Empirically, we draw on collective statements in the broader accreditation discourse, participant observations of different procedures, expert interviews with professors and a survey with more than 1900 professors who acted as peers in accreditation processes. We finally assume that the reasons for the debated legitimacy are manifold and not limited to the inherent properties of the accreditation system.

Bell, Adrian R.; Brooks, Chris (2019):

Is There a 'Magic Link' Between Research Activity, Professional Teaching Qualifications and Student Satisfaction?

In: *Higher Education Policy* 32 (2), S. 227–248. DOI: 10.1057/s41307-018-0081-0.

Abstract:

The increasing prominence given to student satisfaction at UK Universities as a response to the introduction of fees and the growing stature of league tables has led to a desire to understand the factors that affect the quality of the student experience. Therefore, this paper examines whether students who study at universities in the UK where research is highly rated or where a high proportion of faculty are professionally qualified are more satisfied, measuring satisfaction through data from the National Student Survey. Our key results are first that students are happiest at pre-1992 universities outside the Russell group and where the amount of top-rated research is lower. Second, we uncover no link between student contentment and the percentage of faculty holding formal teaching qualifications. Our findings have important implications for university policies regarding the link between research and teaching and for the current drive to 'professionalise' teaching in higher education.

Bjursell, Cecilia; Engstrom, Annika (2019):

A Lewinian Approach to Managing Barriers to University-Industry Collaboration.

In: *Higher Education Policy* 32 (1, SI), S. 129–148. DOI: 10.1057/s41307-017-0074-4.

Abstract:

Calls are made by governments, university management and industry to increase university-industry (U-I) collaboration to find solutions for societal and economic problems that are too complex to be tackled within one sector alone. Researchers are often expected to realise these ideas, but when it comes to everyday research and knowledge development, individuals may encounter barriers to accomplishing this. The paper presents an empirical study of researchers' view on U-I collaboration. Our focus in the analysis, inspired by the Lewinian field theory, is on the hindering forces that might create barriers to collaboration from a researcher's perspective. Contrary to the previously used approaches taken in force field analysis, we perform a qualitative study, which might be better suited for this framework. In the literature on U-I collaboration, 'orientation-related' and 'transaction-related' barriers have been identified. In our analysis, we discuss hindering forces on the individual, intra- and interorganisational levels. In total, we find 18 key areas to identify possible hindering forces for collaboration and based on a Lewinian perspective, we suggest that removing hindering forces can benefit U-I collaboration. The paper recognises the need to regard universities as equal partners in U-I collaboration for sustainable knowledge production.

Buzdar, Muhammad Ayub; Tariq, Riaz Ul Haq; Ali, Akhtar (2019):

Combating Terrorism on Intellectual Battlefields. Lenses on the Potentials of Universities in Pakistan.

In: *Higher Education Policy* 32 (3), S. 441–460. DOI: 10.1057/s41307-018-0090-z.

Abstract:

The current research examines the potential of Pakistani universities to challenge terrorism on intellectual grounds. In this regard, the qualitative research approach was followed to achieve the research objectives. The researcher interviewed 100 faculty members and heads of teaching departments to collect the data. The thematic analysis approach was followed to reach conclusions. The study reveals that universities in Pakistan face various internal and external challenges, which reduce their capacity to protect students from religious radicalisation. At the end of the article, the consequences of these challenges for students in Pakistan and strategies to strengthen the contribution of Pakistani universities in war against terrorism are deliberated.

Campbell, Anne C.; Mawer, Matt (2019):

Clarifying Mixed Messages. International Scholarship Programmes in the Sustainable Development Agenda.

In: *Higher Education Policy* 32 (2), S. 167–184. DOI: 10.1057/s41307-017-0077-1.

Abstract:

The United Nations Sustainable Development Goals include an explicit commitment to “substantially expand” the studyabroad scholarships available to developing countries (Target 4b). Although this Target indicates a level of consensus about the benefits of scholarship programmes, it is made ambiguous by assuming coherence among many types of scholarship programme with different aims, approaches, and undergirding theories. In this paper, we examine the potential consequences of underpinning Target 4b through three theories: human capital, human rights, and human capabilities. Through the lenses of these three theories, we find significantly different outcomes projected for the ways that scholarship programs are linked to sustainable development. Additionally, failing to comprehend the theoretical frames that undergird scholarship programs creates an opportunity for diverse (and sometimes perverse) outcomes that may not serve the world’s compact for a sustainable future. We propose a way forward through a human capabilities approach.

Cardoso, Sonia; Carvalho, Teresa; Videira, Pedro (2019):

Is It Still Worth Working In Academia? The Views from Portuguese Academics.

In: *Higher Education Policy* 32 (4), S. 663–679. DOI: 10.1057/s41307-018-0123-7.

Abstract:

This paper analyses academics’ perceptions about their current working and employment conditions, academic profession’s social prestige and their willingness to change profession. The aim is to discuss the extent to which academics are being affected by changes in higher education institutions and the academic profession as framed by managerialism, New Public Management and neoliberalism. Collected through a survey to all Portuguese academics, perceptions suggest a contradiction: while evidencing the deterioration of working conditions, academics maintain a positive view regarding the academic profession, evidenced by a predisposition to consider it as socially valued and worth to recommend. So, despite all changes, it seems that to Portuguese academics, working in academia is still worth, at least to some extent. The question is to know for how long.

Castro-Ceacero, Diego; Ion, Georgeta (2019):

Changes in the University Research Approach. Challenges for Academics’ Scientific Productivity.

In: *Higher Education Policy* 32 (4), S. 681–699. DOI: 10.1057/s41307-018-0101-0.

Abstract:

In a society dominated by the value of knowledge, university research becomes a key element in its development. This study aims to analyse academics' perceptions of the new university approach that focuses on research and the consequences that it produces. Using a case study qualitative methodology, 36 interviews were conducted with academics at different stages of their professional development. The participants belong to the five Spanish universities with the greatest research output. The results indicate that the current university model is defined by changes in institutional operation and the appearance of new structures, the need to generate economic resources, intensive participation in networking, and an enormous pressure for scientific productivity, especially regarding the publication of scientific results in high-impact journals. This new research-based approach leads to changes in the role of academics, who must assume new functions in an environment with reduced autonomy and more internal and external control systems.

Coates, Hamish; Zlatkin-Troitschanskaia, Olga (2019):

The Governance, Policy and Strategy of Learning Outcomes Assessment in Higher Education.

In: *Higher Education Policy* 32 (4), S. 507–512. DOI: 10.1057/s41307-019-00161-1.

Abstract:

Advancing the assessment of undergraduate and graduate student learning outcomes is essential for the future of higher education. After illustrating the value of this research area, this article examines contemporary limitations and the need for taking stock and charting promising directions. It introduces six papers which look at foundational issues, contexts, applications and implications. The article emphasizes the need for ongoing reviews in this field to clarify policy relevance and opportunities.

Ding, Xiaojiong (2019):

Marginal Revolution. The Impact of Transnational Education on Higher Education in Host Countries. A Case Study of China.

In: *Higher Education Policy* 32 (3), S. 419–440. DOI: 10.1057/s41307-018-0089-5.

Abstract:

Since the twenty-first century, transnational education (TNE) has been closely related to the concept of capacity building. Although empirical evidence of the impact of TNE on capacity building in host countries is largely missing, a handful of studies have revealed that TNE has a limited impact on local higher education. This study attempts to discover reasons for this limited impact, finding that TNE's academic weakness and isolation from local faculties and programmes impede knowledge transfer and organizational learning. As a result, TNE is at the edge of the local higher education system and exerts a marginal impact on host countries' capacity building. To prevent TNE from being 'a mere imported capacity with no impact on the local system' (OECD and the World Bank in Cross-border tertiary education: a way towards capacity development. OECD, Paris, 2007, 12), TNE urgently needs to establish its own brand instead of living on partner universities' brand effect. Moreover, communication between TNE and local higher education needs to be facilitated.

Donatiello, Davide; Gherardini, Alberto (2019):

All that Glitters is Not Gold. The Surrogate Use of University Spin-Offs. Insights from Italy.

In: *Higher Education Policy* 32 (2), S. 203–226. DOI: 10.1057/s41307-017-0079-z.

Abstract:

The weak performance of Italian universities in for-profit third mission activities can be explained by taking into account different interrelated factors at national, local and individual level. The purpose of this article is to introduce and develop a specific argument: the low success and the ineffectiveness of universities' third mission may be understandable also looking at the surrogate use through which professors and researchers exploit some third mission tools. In particular, the discussion concerns university spin-off companies, a typical for-profit tool that often can be activated for goals other than the official ones. Through three case studies carried out in three Italian universities, the article aims to shed light on actual

reasons behind the engagement in a spin-off and to put the surrogate use of this tool in relation to old problems and constraints of the Italian university system.

Gayardon, Ariane de (2019):

There is No Such Thing as Free Higher Education. A Global Perspective on the (Many) Realities of Free Systems.

In: *Higher Education Policy* 32 (3), S. 485–505. DOI: 10.1057/s41307-018-0095-7.

Abstract:

In the past few years, many countries around the world have debated the financing of higher education. Increasingly, claims emerge that higher education should be free. This article analyses the rationales behind the establishment and sustaining of free tuition higher education systems to understand the current fervour. It then outlines the global contemporary landscape of free higher education, by taking a close look at those countries that currently have free higher education and what is meant by 'free' in different contexts. The many realities behind the term 'free higher education' show that it is a policy that is hard to sustain and hides many different scenarios, notably in terms of access and success in higher education.

Geschwind, Lars (2019):

Legitimizing Change in Higher Education. Exploring the Rationales Behind Major Organizational Restructuring.

In: *Higher Education Policy* 32 (3), S. 381–395. DOI: 10.1057/s41307-018-0088-6.

Abstract:

This paper explores the complex mix of rationales behind major change initiatives in the Swedish higher education sector. In three case studies, the paper investigates how changes are motivated, communicated and made sense of by higher education institutions. The cases show that the external drivers, related to the need for quality improvement, resource accumulation and reputation-building, are highlighted in the official communication by the institutional management. Interviews with various internal and external stakeholders reveal additional, internal rationales such as economic rationalization opportunities and the personal motives of individuals. It is argued that the notion of legitimacy is fundamental to the understanding of this mix of rationales. References to the state and the EU are frequent and so are similar comparable universities and the need to adapt to globally circulated ideas. Furthermore, administrative rationales are not enough to make a change process legitimate in these cases. A grander, structural rationale related to quality and reputation is also perceived to be required.

Guo, Fei; Luo, Yan; Liu, Lu; Shi, Jinghuan; Coates, Hamish (2019):

Analysing Mechanisms for Evaluating Higher Education Outcomes in China.

In: *Higher Education Policy* 32 (4), S. 557–575. DOI: 10.1057/s41307-019-00140-6.

Abstract:

Chinese higher education has been actively developed in recent decades as a major engine of national prosperity. This investment has spurred substantial and growing interest in understanding student and graduate outcomes. After discussing this policy context, the paper deploys an international lens to analyse evaluation mechanisms being used and developed in China. Specific initiatives are discussed to particularise each mechanism and to help link them with international developments. The paper's final section reviews China's apparent progress in this field and concludes by considering the growing role of technology in future policy development.

He, Lan; Wilkins, Stephen (2019):

The Return of China's Soft Power in South East Asia. An Analysis of the International Branch Campuses Established by Three Chinese Universities.

In: *Higher Education Policy* 32 (3), S. 321–337. DOI: 10.1057/s41307-018-0084-x.

Abstract:

The purpose of this research is to investigate the relationship between China's soft power and the international branch campuses (IBCs) established overseas by Chinese universities, and to identify which aspect of China's soft power has the greatest impact on these campuses. We adopted a qualitative research design that involved interviews with managers, faculty and staff at three Chinese international branch campuses in Laos, Malaysia and Thailand. Our findings suggest that China is leveraging its existing soft power to assist or promote its education export, and China's soft power is returning to South East Asia. Although each of the three IBCs contributes to disseminating China's soft power to a certain extent, their effort is still quite limited. The aspect of China's soft power that has the greatest influence on the Chinese IBCs is the necessity of the Chinese language, as well as Chinese cultural history and heritage. Another important factor is the economic power of China, albeit a type of hard power. It is China's rapid economic development that is driving students' desire to take courses delivered in Chinese, and to learn the Chinese language at these branch campuses. The study's findings have implications for policy makers, educators and researchers with an interest in IBCs.

Henningsson, Malin; Geschwind, Lars (2019):

Senior Industry Practitioners as Part-Time Visiting Professors. The Various Benefits of Collaboration.

In: *Higher Education Policy* 32 (1, SI), S. 109–128. DOI: 10.1057/s41307-017-0072-6.

Abstract:

This study aims to contribute to the understanding of knowledge interactions, particularly personnel mobility, between university and industry. More specifically, this paper studies the appointment of senior industry practitioners as part-time visiting professors at universities, in the role of adjunct professors. The paper relies on qualitative data, documents and 29 interviews, all from two Swedish universities. The findings highlight a distinction between the approaches from top and local management. Top university management has institutionalised an established practice of appointing adjunct professors, but the appointments still rely on personal networks at local level. The paper also shows that benefits generally applied to university-industry engagement, such as learning, access to in-kind resources and access to funding, are applicable. Furthermore, two additional perceived benefits come to the fore. Firstly, adjunct professors are appointed to increase the visibility of the university, and secondly, they undertake an essential part of the workload in some environments.

Hoang, Lan (2019):

Twin Privatization in Vietnam Higher Education. The Emergence of Private Higher Education and Partial Privatization of Public Universities.

In: *Higher Education Policy* 32 (3), S. 359–380. DOI: 10.1057/s41307-018-0086-8.

Abstract:

In higher education (HE), twin privatization involves permitting private providers to enter the higher education system and partially privatize public institutions. In the past decade, privatization has facilitated the growth of Vietnam HE. Private higher education (PHE) in Vietnam has experienced significant growth but remains a relatively small share, whereas public enrollment has witnessed remarkable expansion, making up most of the HE enrollment growth. The study characterizes the twin privatization phenomenon in Vietnam HE growth through inter- and intra-sectoral analyses of the private and public sectors. On the one hand, by examining public-private competitiveness using university admissions scores and quota by field of study, the study identifies PHE subsectors with demand-absorbing institutions assuming the access role and the emerging serious demand-absorbing PHE subsector with a few private institutions becoming more competitive than the average public provincial institutions. On the other hand, using public-private part-time enrollment as a gauge for the extent of privatization in public institutions, the study suggests that, while the growth of Vietnam HE enrollment is contributed mostly by the public sector, a majority of the public contribution comes from the expansion of part-time enrollment. Examining selected public university revenue sources also reveals a higher level of dependence on non-state budget.

Hsu, Yu-Ping (2019):

The Evolution of Quality Assurance in Higher Education in Taiwan. The Changes and the Effects at Different Levels.

In: *Higher Education Policy* 32 (3), S. 339–357. DOI: 10.1057/s41307-018-0085-9.

Abstract:

This paper presents an empirical analysis of the quality assurance (QA) system in Taiwan that has recently undergone major reforms. In particular, this paper draws on the practice and impact of the QA system on Taiwan's higher education institutions (HEIs) related to higher education policy reforms. The Taiwanese government has distributed expenditure, and restructured higher education (HE) according to the results of the QA system conducted by the Higher Education Evaluation and Accreditation Council of Taiwan. To explore the government's policy strategies and performance criteria related to the QA system, this paper interviews policymakers and academics from four universities used to examine the process behind the formulation of QA policies and the influences of the QA system on HEIs. This paper identifies a number of changes to the academic profession and organisations that occurred within HEIs, resulting in new forms of management in HEIs, and which can be seen as unanticipated consequences of the QA system, beyond the government's expectations. Furthermore, the changes triggered by the QA system have not only intensified competition between universities but have also influenced HE policies in turn. These perspectives offer a different way of conceptualising the QA system in Taiwan's HE.

Kaiser, Gabriele; Koenig, Johannes (2019):

Competence Measurement in (Mathematics) Teacher Education and Beyond. Implications for Policy.

In: *Higher Education Policy* 32 (4), S. 597–615. DOI: 10.1057/s41307-019-00139-z.

Abstract:

Teacher education and the professional development of teachers has become a prominent topic in recent policy discussions worldwide. However, many educational changes have been carried out without clear reference to the results of empirical studies evaluating the efficiency of teacher education programs. This paper aims to contribute to this discussion. It provides an overview on the current knowledge derived from empirical research on the structure of the professional competence of teachers and competence development during teacher education. First, a description of a theoretical framework for the professional competence of teachers and their impact of competence measurement with pre- and in-service mathematics teachers is given. Then, the competence development of teachers at the transition from teacher education into teaching practice and the relation to instructional quality and student learning gains is described. Finally, implications for policy are outlined, emphasizing the necessity of a sound knowledge base in teacher education, which has to be complemented by professional noticing accounting for situated facets of teacher competence. Due to the dynamic acquisition of teacher competence through practical learning opportunities in early career teaching, strong professional development measures are needed.

Karran, Terence; Mallinson, Lucy (2019):

Academic Freedom and World-Class Universities. A Virtuous Circle?

In: *Higher Education Policy* 32 (3), S. 397–417. DOI: 10.1057/s41307-018-0087-7.

Abstract:

Using empirical data from over 1500 respondents (drawn from across the UK) to a survey on academic freedom, and the Times Higher's World University Rankings, this paper is a comparative assessment of the relationship between professed levels of de facto protection for academic freedom by teaching and research staff in individual UK universities, and their institution's excellence, as evinced by world university rankings. The study reveals that normative protection for academic freedom is strongest in Russell Group universities and weakest in post-1992 institutions. Additionally, the professed level of protection for academic freedom reported by respondents to the survey is shown to have a positive relationship with the World Rankings' positions of their institutions. Furthermore, the study considers whether academic freedom may be a prerequisite for, or defining characteristic of, a world-class university. Finally, the paper assesses the possible policy implications of this research for universities and their leaders, and higher educational policy makers, within the UK and beyond, seeking to improve the Times Higher's World Ranking positions of their institutions.

Kinzie, Jillian (2019):

Taking Stock of Initiatives to Improve Learning Quality in American Higher Education Through Assessment.

In: *Higher Education Policy* 32 (4), S. 577–595. DOI: 10.1057/s41307-019-00148-y.

Abstract:

Learning outcomes assessment is a consequential issue in U.S. higher education. Driven by calls for accountability from accreditation agencies, federal and state actors, and other stakeholders, and criticism about the value of higher education, there is currently heightened interest in the attainment of learning outcomes along with the use of this evidence by colleges and universities to improve student learning. This chapter traces the establishment of learning outcomes assessment in U.S. higher education, describes the more influential and enduring initiatives, elaborates their role and impact on learning outcomes assessment, and then discusses six issues that represent the unfinished agenda of student learning outcomes assessment. Although significant progress has been made over the last 3 decades to develop research-based and actionable approaches to learning outcomes assessment, and by all accounts, more assessment activity is occurring, challenges remain. Current approaches have yet to fully realize an integrated, systemic process for learning outcome assessment that engages educators in periodic, purposeful evaluation of student learning that can be used to demonstrate both what students know and can do and expose shortcomings in the learning experience that deserve to be addressed.

Koretz, Daniel (2019):

Measuring Postsecondary Achievement. Lessons from Large-Scale Assessments in the K-12 Sector.

In: *Higher Education Policy* 32 (4), S. 513–536. DOI: 10.1057/s41307-019-00142-4.

Abstract:

Interest in using large-scale standardized assessments in the postsecondary sector has been growing rapidly in recent years. However, our experience is still limited, and there is a serious dearth of research investigating the characteristics and effects of testing in the postsecondary sector. We have far more extensive experience with large-scale testing in the K-12 sector, particularly in the USA. In this paper, I discuss a number of important issues that have arisen in K-12 testing and explore their implications for testing in the postsecondary sector. These include mistaking the part for the whole, overstating comparability, adding functions to extant tests without sufficient justification or validation, Campbell's Law, and unwarranted causal inference. All of these issues are relevant to assessment in the postsecondary sector, and some are more severe in that sector than in K-12 education. I end with recommendations for productive and appropriate uses of assessments in this sector.

Lust, Michael; Huber, Christian; Junne, Jaromir (2019):

Academic Identity as a Discursive Resource for Resistance. The Case of Quality Management in German Higher Education Institutions.

In: *Higher Education Policy* 32 (1, SI), S. 49–69. DOI: 10.1057/s41307-018-0116-6.

Abstract:

This paper explores the relation of professional identity and resistance in organizations. While prior literature points out that protecting identities from managerialistic changes is an end for which resistance is a means, this study focuses on how identity can also serve as a discursive means for resistance. We present the findings of a qualitative research project about the impact of the implementation of quality management in German higher education. The findings of our study show that academics, especially full professors, counter quality management with a repertoire of discursive resistance, often drawing on identity claims. We identify three main types of identity claims that are used as resources for discursive forms of micro-resistance: professional autonomy, expertise for teaching quality and specificities of academic disciplines. These findings add to the debate about the dynamics of identity during organizational and institutional changes in higher education by empirically illustrating how identity can be mobilized as a means to resist. Our study has the implication for quality management that its relations to academic identities are decisive for the everyday discourses and micro-practices of resistance it provokes.

Ortiga, Yasmin Y.; Chou, Meng-Hsuan; Sondhi, Gunjan; Wang, Jue (2019):

Working Within the Aspiring Center. Professional Status and Mobilities Among Migrant Faculty in Singapore.

In: *Higher Education Policy* 32 (2), S. 149–166. DOI: 10.1057/s41307-017-0078-0.

Abstract:

This paper investigates the migration of Asia-born academics from traditional centers in the West to Singapore, a rapidly developing education hub in Southeast Asia. We argue that such movement can be seen as a form of quasi-return, where migrant faculty look for places where they can be close enough” to aging parents and family, while working in an institution that is good enough” to continue research work. This position leads to conflicting notions of social mobility, when defined in terms of professional prestige and status. While interviewees perceived their move to Singapore as a form of upward mobility when compared to colleagues within their home countries, they simultaneously worried about their downward mobility compared to peers who had remained in the West. Such perceptions shape their decision to leave Singapore in the future, reinforcing current university hierarchies, where institutions in the USA and Europe continue to dominate notions of academic prestige.

Perkins, Graham (2019):

The Teaching Excellence Framework (TEF) and Its Impact on Academic Identity Within A Research-Intensive University.

In: *Higher Education Policy* 32 (2), S. 297–319. DOI: 10.1057/s41307-018-0082-z.

Abstract:

This study explores the impact of the Teaching Excellence Framework (TEF) on academic identity within the context of a UK-based research-intensive higher education institution. TEF is the latest in a series of changes that have impacted upon the UK’s HE sector and it is highly likely to have a significant impact upon academic identity. Collecting evidence through sixteen qualitative interviews, findings show that while TEF may not alter the broad substance of what it means to be an academic in terms of engagement with research, education and citizenship activities, it has the potential to have profound implications in terms of exacerbating conflicts within identity. This paper argues that negative work outcomes result where role conflicts, and mismatches between expectation and reward, create difficulties in realising our desired versions of ourselves. Theoretical contributions relevant to debates around identity conflict are discussed, with practical contributions exploring the importance of resource allocations and the need to align expectations and rewards.

Reith, Florian; Seyfried, Markus (2019):

Balancing the Moods. Quality Managers’ Perceptions and Actions Against Resistance.

In: *Higher Education Policy* 32 (1, SI), S. 71–91. DOI: 10.1057/s41307-018-0124-6.

Abstract:

Quality management (QM) in teaching and learning is a result but also a cause of organizational change in higher education institutions. Hence, quality managers are confronted with different responses from academia (e.g., resistance) to institutional processes caused by QM in teaching and learning. The following article investigates how and with which actions quality managers respond to academics’ resistance. For this purpose, we use a theoretical framework suggested by Oliver (*Acad Manag Rev* 16(1):145–179, 1991), who distinguishes between different strategies and tactics. Our research focuses particularly on the strategy of compromising, which seems to be dominant and constitutive for quality managers as members of an emerging higher education profession. Our empirical results show that quality managers take different actions that are related to tactics like balancing, pacifying and bargaining.

Rocha, Vera; Teixeira, Pedro N.; Biscaia, Ricardo (2019):

Mergers in European Higher Education. Financial Issues and Multiple Rationales.

In: *Higher Education Policy* 32 (2), S. 185–202. DOI: 10.1057/s41307-017-0076-2.

Abstract:

In recent years, mergers have been widely used in higher education (HE) to achieve a variety of purposes, ranging from problems of institutional fragmentation to the lack of financial and academic viability, and low institutional efficiency and quality. However, despite a large stream of HE literature addressing those issues, there has been little attention to the link between funding-related problems and merger processes. Moreover, there is very little comparative research among different higher education systems experiencing those processes. In this paper, we map and characterize the recent experience of 25 European countries with these processes, aiming at identifying main patterns regarding key drivers and motivations. We also analyze the main difficulties identified, the role of funding and financial incentives and, whenever possible, the main impacts and economic gains associated with those merger processes.

Schneijderberg, Christian; Steinhardt, Isabel (2019):

Accreditation of X Qualities Instead of Quality X. A Normative Analysis of Criteria of the German Higher Education Accreditation Regime.

In: *Higher Education Policy* 32 (1, SI), S. 5–28. DOI: 10.1057/s41307-018-0111-y.

Abstract:

This article examines the normative roots of criteria used for the accreditation of study programs in German higher education based on the orders of worth framework by Boltanski and Thevenot (On justification. Economies of worth, Princeton University Press, Princeton, 2006). From 1999 to 2017, the criteria have been subject to continuous efforts of legitimation, especially by the German Lander, which are in charge of public higher education in Germany. The empirical analysis shows that industrial (e.g., 'standardization'), civic (e.g., 'gender justice and equal opportunities'), and civic-industrial (e.g., 'employability') codings are the core of accreditation criteria. The normativity of these criteria constitutes accreditation as a technical arrangement running (a) a structural program (e.g., qualifications of academic teachers, modularization of study programs, and quality management) and (b) a political program (e.g., diversity of students and system of studies). Based on the empirical analysis, it is concluded that X does not stand for the accreditation of quality X. X stands for the accreditation of X qualities for specific normative purposes via the higher education accreditation regime.

Shah, Syed Imad; Shahjehan, Asad; Afsar, Bilal (2019):

Determinants of Entrepreneurial University Culture Under Unfavorable Conditions. Findings from a Developing Country.

In: *Higher Education Policy* 32 (2), S. 249–271. DOI: 10.1057/s41307-018-0083-y.

Abstract:

This qualitative research examines entrepreneurial cultures of private and public sector universities in an apparently hostile economy such as Pakistan, and how it is affected by a nexus of its internal and external environmental factors. The phenomenon is explored through viewpoints and understanding of the social actors who experience it firsthand through 32 interviews with faculty members of 4 public and 4 private sector universities. A top-down, government-pull model approach driven by visionary leaders was found more viable and suggested in promoting entrepreneurial culture rather than bottom-up, university-push model approach. Furthermore, to achieve entrepreneurial cultures, private universities are restrained by profit motives, whereas public ones are inhibited by administrative procedures. The proposed framework offers empirical guidelines for the purposes of contextualizing entrepreneurial university culture and its underlying factors under unfavorable conditions.

Signoret, Carine; Ng, Elaine; Da Silva, Stephanie; Tack, Ayco; Voss, Ulrikke; Lido, Helga H. et al. (2019):

Well-Being of Early-Career Researchers. Insights from a Swedish Survey.

In: *Higher Education Policy* 32 (2), S. 273–296. DOI: 10.1057/s41307-018-0080-1.

Abstract:

Several studies have documented the importance of optimal work situation and the general well-being of early-career researchers (ECRs) for enhancing the academic performance of universities. Yet, most studies focused on specific categories of ECRs, or on specific academic disciplines as well as on specific outcomes. With this study, we recognize the need for a broader sample encompassing different categories of ECRs across academic disciplines. In a national survey of Swedish universities, the National Junior Faculty of Sweden (NJF) collected data from ECRs in order to study the influence of work situation and well-being on perceived scientific environment. We observed that work situation and well-being are interdependent and jointly influence each other in shaping the conditions for ideal scientific environment. Importantly, we employ structural equation model (SEM) analysis to account for the endogenous relationship between work situation and personal well-being in predicting perceived scientific environment. Results from SEM indicate that support from the university, work time management, job clarity, contract length and quality of life satisfaction were related to the perceived possibility of conducting the best science. Our research also highlighted individual differences across demographic factors and contract length in the perceived work situation and the possibility of conducting the best science.

Tight, Malcolm (2019):

Mass Higher Education and Massification.

In: *Higher Education Policy* 32 (1, SI), S. 93–108. DOI: 10.1057/s41307-017-0075-3.

Abstract:

Mass higher education and massification, the process by which it is achieved, are now common throughout the developed and developing worlds and have thus been the subject of much debate amongst both policy-makers and higher education researchers. This article - based on a systematic review of the published research literature - discusses the origins and meanings of the terms, examines their application and practice in the literature and considers the various issues and critiques which have been raised. It concludes that the elite/mass/universal typology may finally have outlived its usefulness and that there is a pressing need to reconsider what higher education means in the post-massification era.

Vienni Baptista, Bianca; Vasen, Federico; Villa Soto, Juan Carlos (2019):

Interdisciplinary Centers in Latin American Universities. The Challenges of Institutionalization.

In: *Higher Education Policy* 32 (3), S. 461–483. DOI: 10.1057/s41307-018-0092-x.

Abstract:

Universities represent a particularly interesting environment for interdisciplinary development; as institutions, they are simultaneously guardians of tradition and spaces for experimentation. This article focuses on initiatives for the creation of institutional spaces for interdisciplinary research in three Latin American universities: Universidad de Buenos Aires in Argentina, Universidad de la República in Uruguay and Universidad Nacional Autónoma de México. The article analyzes the processes of institutionalization of interdisciplinary centers. It compares (a) the context of creation, (b) the conception of interdisciplinarity, (c) the integration into preexisting structures and (d) internal organization and planning of the centers. Our analysis shows a diversity among institutionalization processes and supports the idea that there is no single model for the institutionalization of the interdisciplinary in the region. However, certain common characteristics can be found. These include a rigid bureaucratic structure and a paramount importance of creating consensus. These traits can be related to the legacy of the Córdoba Reform and the prevalence of a traditional institutional governance.

Zlatkin-Troitschanskaia, O.; Schlax, J.; Jitomirski, J.; Happ, R.; Kuehling-Thees, C.; Brueckner, S.; Pant, H. A. (2019):

Ethics and Fairness in Assessing Learning Outcomes in Higher Education.

In: *Higher Education Policy* 32 (4), S. 537–556. DOI: 10.1057/s41307-019-00149-x.

Abstract:

Fairness is one of the most important quality criteria of assessments and a necessary condition for valid test score interpretations. In this paper, we describe findings related to an assessment of N = 7664 beginning business and economics students at 46 universities across Germany using a domain-specific higher education entry test. From the perspective of

test fairness as defined by the internationally established validation standards outlined by AERA et al. (Standards for Educational and Psychological Testing, AERA, Washington, DC, 2014), we identify which students had particular difficulty completing the test, taking into account gender- and language-related influence factors in the assessment of their test performance. Our results highlight the particular challenges in admissions testing in higher education. One of these challenges is finding a suitable way to address the disadvantages experienced by various groups of students to guarantee fairness and ethical integrity when developing and administering tests. Current migration developments and the overall internationalization of higher education have led to an increasing heterogeneity of student bodies. These challenges are therefore of particular relevance for education policy and practice when it comes to ensuring fairness when assessing learning outcomes for all student groups. This also applies in the context of commonly used standardized assessments and established examination practices in higher education.

Editorials

Agasisti, Tommaso (2019):

Editorial.

[Editorial]. In: *Higher Education Quarterly* 73 (2), S. 131–134. DOI: 10.1111/hequ.12206.

Daraio, Cinzia; Heitor, Manuel; Meoli, Michele; Paleari, Stefano (2019):

Policy turnaround. Towards a new deal for research and higher education. Governance, evaluation and rankings in the big data era.

[Editorial]. In: *Higher Education Quarterly* 73 (1), S. 3–9. DOI: 10.1111/hequ.12196.

Fumasoli, Tatiana (2019):

The university and the changing structures and processes of academic knowledge production.

[Editorial]. In: *Higher Education Quarterly* 73 (4), S. 401–405. DOI: 10.1111/hequ.12236.

Gibbs, Paul (2019):

Editorial.

[Editorial]. In: *Higher Education Quarterly* 73 (3), S. 269–272. DOI: 10.1111/hequ.12217.

Original Articles

Barnacle, Robyn; Schmidt, Christine; Cuthbert, Denise (2019):

Expertise and the PhD. Between depth and a flat place.

In: *Higher Education Quarterly* 73 (2), S. 168–181. DOI: 10.1111/hequ.12181.

Abstract:

Expertise is under sustained interrogation. We see it in so-called edu-scepticism and pessimism about graduates' apparently diminishing employment prospects, challenges to the role of Higher Education institutions as arbiters of knowledge and post-truth rhetoric more broadly. This paper examines how the PhD is being discursively positioned in this

context. We ask what these changing conceptions of expertise, education and work mean for how PhD-level expertise is understood. Drawing on a range of sources, from the scholarly to the wider media, we draw together five exemplar models of expertise to expose the transforming ratio between generalist, transferable skills and specialist knowledge. The evident diminution of specialisation raises numerous issues for the PhD as it is increasingly called upon to serve multiple and potentially contradictory needs: an innovation society on the one hand and the discipline on the other. Reconciling the tension between depth and breadth is an important issue for a degree whose hallmark is - or at least has been - depth.

Becker, Kimberly D. (2019):

Graduate students' experiences of plagiarism by their professors.

In: *Higher Education Quarterly* 73 (2), S. 251–265. DOI: 10.1111/hequ.12179.

Abstract:

This study expands the inquiry about an egregious form of academic misconduct. Participants consist of graduate students who reported a violation of academic integrity because a professor plagiarised their academic work. Based on data collected through interviews and documents, interpretative phenomenological analysis is used to examine participants' experiences. A key research finding of relevance to Higher Education policy is: individuals in positions of authority failed to resolve the reports. This study calls for more education about authorship. Equally important, universities need clear reporting procedures and protections for students when they report academic violations.

Biesenbender, Sophie (2019):

The governance and standardisation of research information in different science systems. A comparative analysis of Germany and Italy.

In: *Higher Education Quarterly* 73 (1), S. 116–127. DOI: 10.1111/hequ.12193.

Abstract:

This paper takes a policy-analytical perspective on the evolution of standards of research information (RI) and provides a framework for analysing processes of RI standardisation in different research systems. It focuses on the choice of policy instruments on the macro level (government) and their effects with regard to policy reactions, decisions and practices on the meso level (Higher Education institutions). Next to providing a conceptual frame for analysing and comparing—direct and indirect—RI standardisation processes, the paper presents exploratory evidence with regard to the German and Italian science systems. The empirical analysis shows that policies (indirectly) regulating the institutional processing of RI (e.g., evaluation policies) might indeed lead to the standardisation of RI in a science system. Policy reactions on the meso or organisational level, which largely shape the standardisation dynamics, depend on the strategic relevance of the policy and on available implementation support.

Capano, Giliberto; Pritoni, Andrea (2019):

Varieties of hybrid systemic governance in European higher education.

In: *Higher Education Quarterly* 73 (1), S. 10–28. DOI: 10.1111/hequ.12180.

Abstract:

Over the last 30 years, governments have continuously adjusted their Higher Education policies to make universities more efficient (achieving more by spending less) and more effective (by increasing the percentage of graduates, by reducing the number of university dropouts and by focusing more on the third mission). At the core of governmental endeavours to reform Higher Education lies the redesign of the actual governance mode: governments have not only changed the general principles of Higher Education governance but also continuously changed the mix of those policy instruments they have chosen to adopt. The steering at a distance/supervisory/supermarket model appears to be unable to cover these differentiated trends; in fact, scholars have underlined that each country has designed its own hybrid interpretation of the common template. This paper focuses on this issue, describing how governance has been hybridised at the systemic level and detailing the content of these changes, operationalised with regards to policy instruments together with two financial

dimensions. It emerges that three types of hybrid systemic governance modes are actually present in Europe: a performance-based mode, a re-regulated mode and a systemic goal-oriented mode.

Cattaneo, Mattia; Horta, Hugo; Malighetti, Paolo; Meoli, Michele; Paleari, Stefano (2019):

Universities' attractiveness to students. The Darwinism effect.

In: *Higher Education Quarterly* 73 (1), S. 85–99. DOI: 10.1111/hequ.12187.

Abstract:

Due to significant government cuts to Higher Education funding in Southern European systems, their already underfunded universities were forced to increasingly compete for students as sources of additional revenue. Concurrently, families and students that continued to afford participation in Higher Education became more selective when choosing a university, realising the riskier investment that Higher Education participation had become. Through a competing destinations model and relying on all Italian private and public universities, this study finds that the competition forces characterising universities' attractiveness over the last decade have changed since the financial crisis of 2008. In a context of lower demand for Higher Education, the competition for students grew and universities in close proximity were better prepared to face the new challenges, leading to the growth of Higher Education clusters.

Checchi, Daniele; Malgarini, Marco; Sarlo, Scipione (2019):

Do performance-based research funding systems affect research production and impact?

In: *Higher Education Quarterly* 73 (1), S. 45–69. DOI: 10.1111/hequ.12185.

Abstract:

We study the potential impact of introducing performance-based funding systems (PBFS) on national research systems, using information on the number of publications and their scientific impact (citations or publications in top-ranked journals) for 31 countries over the period 1996–2016. The analysis is performed both at the aggregate level and looking separately at each of the six main scientific areas identified according to the Organisation for Economic Co-operation and Development (OECD) classification. On average, PBFS are found to increase the number of publications, though the effect is only temporary and fades after a few years. Looking at the scientific impact, PBFS are found to have a negligible effect on excellence as measured by the share of articles published in the top journals, irrespective of the type of assessment adopted. On the contrary, PBFS have some influence on average research quality, as measured by the number of citations per paper normalised with respect to the field.

Donina, Davide; Hasanefendic, Sandra (2019):

Higher Education institutional governance reforms in the Netherlands, Portugal and Italy. A policy translation perspective addressing the homogeneous/heterogeneous dilemma.

In: *Higher Education Quarterly* 73 (1), S. 29–44. DOI: 10.1111/hequ.12183.

Abstract:

This paper addresses the homogeneous/heterogeneous dilemma regarding formal arrangements of university central governance structures. Most topical studies argue that these structures are becoming homogeneous across countries and prove it by adopting purposive sampling techniques. Yet, other scholars stress heterogeneity within countries. This paper aims to clarify this dilemma through a multi-level analysis that simultaneously considers three levels of embeddedness (i.e., supranational, national and institutional), by employing a policy translation perspective, which can accommodate both homogeneity and heterogeneity. The national sample comprises three countries (the Netherlands, Portugal and Italy). The institutional sample is comprehensive and encompasses all public universities within each country. The study discloses heterogeneity in how countries responded to supranational policy pressures as well as heterogeneous responses at the institutional level even when unitary laws are applied. Relying on these findings, we stress the importance of adopting comprehensive (rather than purposive) sampling to infer about international and/or national homogeneity because studies that generalise results based on one/few case studies per country could be biased by the sample selection criteria. In addition, the research implications of our analysis on steering-at-a-distance and on the relation between the grade of cogency of the national laws and homogeneous/heterogeneous reform outcomes are discussed.

Dopson, Sue; Ferlie, Ewan; McGivern, Gerry; Fischer, Michael D.; Mitra, Mahima; Ledger, Jean; Behrens, Sonja (2019):

Leadership development in Higher Education. A literature review and implications for programme redesign.

In: *Higher Education Quarterly* 73 (2), S. 218–234. DOI: 10.1111/hequ.12194.

Abstract:

Leadership development (LD) activity and its effectiveness has not been explored rigorously across changing university settings globally. As Higher Education settings change radically throughout the world, Higher Education professionals are operating in more uncertain environments, and leaders are taking increasingly complex and diverse approaches to their leadership roles. LD activities therefore become important in supporting this highly complex context, yet little is known in the literature about LD and its impact in Higher Education. We examine peer-reviewed work on LD in Higher Education settings globally to understand what may be learned about its content, processes, outcomes and impact. Our results suggest the current literature is small-scale, fragmented and often theoretically weak, with many different and coexisting models, approaches and methods, and little consensus on what may be suitable and effective in the Higher Education context. We reflect on this state of play and develop a novel theoretical approach for designing LD activity in Higher Education institutions.

Elwick, Alex (2019):

Problematising social mobility in relation to higher education policy.

In: *Higher Education Quarterly* 73 (4), S. 507–520. DOI: 10.1111/hequ.12220.

Abstract:

This paper problematises the concept of social mobility through an exploration of it in relation to Higher Education policy in England. Based upon a content analysis of a number of key policy documents from distinct eras, it identifies definitions and understandings of social mobility within them, exploring how such references have changed over time, and critiquing the differences between the imagined ideals of what policy rhetoric seeks to do and the reality of policy implementation. In particular, it considers the characterisation of social mobility as an individualised concern; it positions aspirations of improving social mobility within the market of Higher Education; and it ultimately asks whether Higher Education can solve the government's social mobility problem.

Hladchenko, Myroslava; Westerheijden, Don F. (2019):

The self-concept of Ukrainian doctoral students. Means-ends decoupling at the state level.

In: *Higher Education Quarterly* 73 (2), S. 182–197. DOI: 10.1111/hequ.12182.

Abstract:

Employing the Twenty Statements Test and a framework of self-motives (self-esteem, self-efficacy, authenticity), this paper examines the self-concept of Ukrainian doctoral students while means–ends decoupling takes place at the state level. The latter implies that the practices of state policies are disconnected from the state's core goal of creating public welfare. Data are taken from a survey of 125 doctoral students at one Ukrainian university and supplemented with 30 personal interviews within the sample of respondents. The findings reveal that in the Ukrainian case, means–ends decoupling at the state level causes institutional complexity, which results in means–ends decoupling at the organisational level, which in turn leads to cultural complexity. Institutional and cultural complexities experienced by doctoral students trigger them to sustain means–ends decoupling at the individual level. The main decoupling for most Ukrainian PhD students is that doctoral education neither increases their employability nor contributes to the development of science, economy or society. Means–ends decoupling at all levels results not only in a severe diversion of financial and human capital but also has a negative impact on individuals' well-being, hindering their personal and professional development and evoking a sense of meaninglessness, alienation and cognitive dissonance.

Kohtamäki, Vuokko; Balbachevsky, Elizabeth (2019):

An explorative study of the consequences of university autonomy in Finland and Brazil.

In: *Higher Education Quarterly* 73 (3), S. 328–342. DOI: 10.1111/hequ.12186.

Abstract:

This paper contributes to the analysis of impacts a university might experience with an increased degree of autonomy. Most autonomy studies have empirically considered the legal, political and financial relationships between state authorities and universities in different national contexts. Nevertheless, most of these studies focus on the changes experienced by European universities with increased autonomy. This paper argues that the focus on the Western European perspective limits the conclusions drawn from the relatively homogeneous policy context that frames the perspectives of university autonomy under investigation. This paper will advance research on autonomy and the understanding of changes produced by expanded autonomy in two concrete cases that occurred in contrasting policy frameworks: the University of Tampere, Finland, and the University of São Paulo, Brazil.

Kwiek, Marek (2019):

Social stratification in Higher Education. What it means at the micro-level of the individual academic scientist.

In: *Higher Education Quarterly* 73 (4), S. 419–444. DOI: 10.1111/hequ.12221.

Abstract:

The academic profession is internally divided as never before. This cross-national comparative analysis of stratification in Higher Education is based on a sample of European academic scientists (N = 8,466) from universities in 11 countries. The analysis identifies three types of stratification: academic performance stratification, academic salary stratification, and international research stratification. This emergent stratification of the global scientific community is predominantly research-based, and internationalisation in research is at its centre; prestige-driven, internationally competitive, and central to academic recognition systems, research is the single most stratifying factor in Higher Education at the level of the individual scientist today. These stratification processes pull the various segments of the academic profession in different directions. The study analyses highly productive academics ('research top performers'), highly paid academics ('academic top earners'), and highly internationalised academics ('research internationalists') and explores the implications for individual scientists.

Lehmann, Erik E.; Stockinger, Sarah A. E. (2019):

Entrepreneurship in Higher Education. The impact of competition-based policy programmes exemplified by the German Excellence Initiative.

In: *Higher Education Quarterly* 73 (1), S. 70–84. DOI: 10.1111/hequ.12188.

Abstract:

Competition-based policy programmes are an external steering mechanism to create beneficial outcomes for societies that are entering the Continental European Higher Education landscape. The Excellence Initiative in Germany aimed to enhance research quality, international visibility and support peak performing universities. We want to study if there was a side effect of the Initiative on academic entrepreneurial activity and if so, whether or not it was a system-wide and/or a winners effect. We measure entrepreneurial activity by the patenting activity and industry collaboration of a university. The analysis is based on 73 German universities observed from 2004 to 2011. Employing a difference-in-differences estimation, we find that the Initiative created an advantage for the whole of Germany while being an Excellence University does not have an impact on academic entrepreneurship with regards to patenting activity. However, we find a Matthew effect concerning rewards in industry collaboration. We conclude that the Initiative had positive side effects for the system and partly also for the winners of the competition.

Lovakov, Andrey; Yudkevich, Maria; Alipova, Olga (2019):

Inbreds and non-inbreds among Russian academics. Short-term similarity and long-term differences in productivity.

In: *Higher Education Quarterly* 73 (4), S. 445–455. DOI: 10.1111/hequ.12226.

Abstract:

This paper studies the publication productivity of inbreds and non-inbreds among Russian academics. Existing literature provides ambiguous results on the relationship between inbred status and productivity. This may be explained by the use of different indicators for measuring publication productivity. We use data, which include indicators of both current publication productivity (at a certain point of time) and cumulative productivity (throughout the career) to identify whether inbreds and non-inbreds differ in their productivity. We did not find any difference in current publication productivity of inbreds and non-inbreds. We found, however, a difference in their cumulative publication productivity: non-inbreds are being more productive on an individual level throughout their careers. Although the conclusions are based on the Russian data, the analysis provides an explanation for existing contradictory results on the relationship between academic inbreeding and productivity in general.

Maassen, Peter; Stensaker, Bjørn (2019):

From organised anarchy to de-coupled bureaucracy. The transformation of university organisation.

In: *Higher Education Quarterly* 73 (4), S. 456–468. DOI: 10.1111/hequ.12229.

Abstract:

Based on key governance and organisational characteristics from the 1970s universities have been conceptualised as organised anarchies and loosely coupled systems. More recently, a number of studies have argued that universities have been changing their internal governance and organisational structures leading to tighter vertical steering and the emergence of more integrated organisations. In this article, it is argued that while tighter vertical integration indeed might be observed, this does not necessarily imply greater horizontal integration in university organising as well. By drawing on case studies of five research-intensive universities in five different countries, we discuss how strengthened hierarchical governance is driving increased organisational specialisation and professionalisation, but that this also may result in horizontal de-coupling within universities. The article ends by a discussion of the positive and negative implications of coupled, de-coupled and loosely coupled organisations.

McNaughtan, Jon; McNaughtan, Elisabeth Day (2019):

Engaging election contention. Understanding why presidents engage with contentious issues.

In: *Higher Education Quarterly* 73 (2), S. 198–217. DOI: 10.1111/hequ.12190.

Abstract:

In recent years, technology has made it possible, and in some ways critical, for college and university presidents to increase campus-wide communication. Following the 2016 US presidential election, many college presidents across the country sent campus-wide communications in response to the election, while others chose not to respond. The resulting reactions from campus and community stakeholders to these communications, or the lack of communication, from presidents was mixed due to the contentious nature of the election. In an effort to better understand a president's decision to communicate, this study utilised coded interviews with 12 US flagship institution presidents or vice-presidents for communication, providing insight into why presidents generally respond to contentious events and, more specifically, why presidents chose to respond to the 2016 election of Donald Trump. Four motivations that generally influenced presidential communications were identified (i.e., responsibility to campus stakeholders, pressure to respond, emphasise university values and the role of a public university), and subsequent sub-themes were identified while analysing why presidents responded to the 2016 election specifically. This study concludes by offering implications for presidential communication and directions for future research on presidential engagement with contentious events.

Nauffal, Diane I. (2019):

Measuring the economic impact of universities operating in unstable environments. The case of a private institution in Lebanon.

In: *Higher Education Quarterly* 73 (3), S. 343–358. DOI: 10.1111/hequ.12200.

Abstract:

This paper evaluates the economic impact of a university in a country characterised by the scarcity of significant data and quantitative information. It uses an input–output model that permits the use of gross domestic product (GDP) deflators to portray the economy of years following a year for which a complete data set input is possible. Using commonly available administrative data, the model not only allows for the calculation of monetary multipliers but also employment multipliers that play a major role in the educational sector. The study highlights the role of Higher Education in promoting economic development, even under difficult political, economic and security conditions, where lack of stability is the norm and aims to demonstrate that not only well-known historically grounded universities have significant economic impact but also smaller emerging universities play an important role in the development of their national economies.

Oleksiyenko, Anatoly; Ruan, Nian (2019):

Intellectual leadership and academic communities. Issues for discussion and research.

In: *Higher Education Quarterly* 73 (4), S. 406–418. DOI: 10.1111/hequ.12199.

Abstract:

This paper re-examines intellectual leadership in Higher Education by asking the following questions: What is intellectual leadership? Does intellectual leadership imply a position of formal authority and power? What patterns can be observed in the career paths of intellectual leaders? Does cumulative advantage in science automatically pave the way for intellectual leadership? What hinders women and minority scholars from taking on intellectual leadership in their epistemic communities? Drawing on discussions in the literature of the previous decade, the inquiry aims to re-energise dialogue that is essential for resistance to anti-intellectualism and proletarianisation in academe.

Pizarro Milian, Roger; Missaghian, Rod (2019):

Interdisciplinarity for sale. Logics of knowledge, labour markets and consumerism.

In: *Higher Education Quarterly* 73 (2), S. 153–167. DOI: 10.1111/hequ.12189.

Abstract:

Interdisciplinary programmes have proliferated across post-secondary education in recent decades. Despite this, little attention has been paid to the manner in which interdisciplinary programmes promote themselves to external constituents. To study this process, we conduct a content analysis of the online self-descriptions of 203 credential-granting interdisciplinary programmes across the Canadian university sector. We find that these entities embrace contrasting logics of superior knowledge, labour market outcomes and customisation. We interpret these findings through the lens of contemporary theorising within organisation studies, noting that their ambidexterity bodes well for their continued existence within the sector.

Posselt, Thorsten; Abdelkafi, Nizar; Fischer, Luise; Tangour, Cyrine (2019):

Opportunities and challenges of Higher Education institutions in Europe. An analysis from a business model perspective.

In: *Higher Education Quarterly* 73 (1), S. 100–115. DOI: 10.1111/hequ.12192.

Abstract:

During the last decades, there has been increasing interest in the role of the university as a key stakeholder and agent in innovation and regional development. In the face of new technologies, especially growing digitalisation and new societal

and economic challenges, this paper proposes to reconsider the role of the university in the innovation system. More particularly, we introduce the idea of a business model for the entrepreneurial university of the future and develop nine conceptual theses. The theses are based on four elements of a business model concept: value proposition, creation, delivery and capture. With the help of the nine theses, we aim to trigger new discussions regarding policy implications for the future university in Europe.

Rao, Sandeep; Andini, Veena (2019):

Modelling student migration to Karnataka for Higher Education using a partial least square structural equation model.

In: *Higher Education Quarterly* 73 (2), S. 135–152. DOI: 10.1111/hequ.12173.

Abstract:

With increasing student migration for Higher Education to Karnataka, it is important to understand the reasons which influence the migrants. Studies have indicated various push and pull factors for migration. This paper identifies career opportunities, value for education, brand equity, living conditions and others as pull factors of student migration using exploratory factor analysis. Further, the paper develops a structural equation model using a partial least square technique based on the factors explored. The research is based on primary data collected from students who migrated to Karnataka for Higher Education. The partial least square structural equations model shows that job opportunities and academic progression are the main factors influencing the decision to migrate to Karnataka.

Sánchez-Barrioluengo, Mabel; Uyarra, Elvira; Kitagawa, Fumi (2019):

Understanding the evolution of the entrepreneurial university. The case of English higher education institutions.

In: *Higher Education Quarterly* 73 (4), S. 469–495. DOI: 10.1111/hequ.12230.

Abstract:

There has been strong policy interest in universities becoming more entrepreneurial and engaging in knowledge exchange activities as part of an expanding third mission agenda. However, our understanding of the evolution and diversity of such activities is limited. Using longitudinal data from the Higher Education Business Community Interaction (HEBCI) Survey, this study examines the evolving configuration of universities' knowledge exchange activities and stakeholders by analysing distinctive clusters of English universities. We find an increasingly diverse profile of third mission activities across different types of universities: within old, more established universities, Russell Group universities increasingly focus on research-oriented activities typically in partnership with large firms and non-commercial organisations; while another group engages in a broad range of knowledge exchange activities with low specialisation over time. Newer, less research intensive, universities increasingly rely on activities such as consultancy and formation of spin-offs. A decreased engagement with small and medium enterprises and a lower share of knowledge exchange activities at the regional level are observed across the time studied for all universities.

Scott, Peter (2019):

Martin Trow's elite-mass-universal triptych. Conceptualising Higher Education development.

In: *Higher Education Quarterly* 73 (4), S. 496–506. DOI: 10.1111/hequ.12224.

Abstract:

Martin Trow was among the most influential scholars in Higher Education studies in the second half of the 20th century. He is best known for his conceptualisation of the development of Higher Education into three stages—elite, mass and universal systems. This article considers, first, his intellectual method and the underpinning theory (or lack of it); secondly, the extent to which his ideas, generated in the exceptional environment of post-war America were, and are, relevant to different national contexts and in the very different environment of the 21st century; thirdly, the strengths—and

weaknesses—of Trow's conceptualisation of three stages of Higher Education development; and, finally the new lines of research suggested by an overall assessment of his work.

Sheikh, Alireza; Aghaz, Asal (2019):

The challenges of the faculty members' commitment. The role of university brand.

In: *Higher Education Quarterly* 73 (3), S. 312–327. DOI: 10.1111/hequ.12207.

Abstract:

Commitment in the knowledge-intensive sectors has today become a key organisational dilemma as well as a serious managerial concern. In the university setting, faculty members' commitment to various stakeholder bases and the subsequent implications have hitherto been studied only to a limited extent. Through a quantitative survey, this paper studies university professors' various modes of commitment and investigates the role of university brand in the context of Iranian universities. The findings reveal that university professors with higher level of professional commitment tend to be more organisationally committed. Furthermore, it is shown that university brand can increase the impact of professional commitment on organisational commitment.

Szuwarzyński, Andrzej (2019):

Benefit of the doubt approach to assessing the research performance of Australian universities.

In: *Higher Education Quarterly* 73 (2), S. 235–250. DOI: 10.1111/hequ.12184.

Abstract:

Abstract This paper proposes a benefit of the doubt (BoD) approach to assess the research performance of 37 public Australian universities based on data from 2015. The primary activities of Higher Education institutions are teaching and research, but the prestige of a university depends mainly on the results of its research activities. The BoD method is rooted in the data envelopment analysis methodology, which enables the flexible and data-based assignment of weights to aggregated variables. Full weighting flexibility, however, allows zero weights, which can lead to unrealistic results. For this reason, the proposed model has been supplemented with additional weight restrictions. The assessment considers key performance factors: number of publications and citations; number of completed doctoral degrees; amount of research grants; and percentage of science graduates. Unlike earlier research on Australian universities, this study uses the number of publications and citations from the Web of Science database. The results provide a ranking of universities and recommendations for decision makers regarding the direction of future improvement actions for the worst-performing universities.

Tight, Malcolm (2019):

The neoliberal turn in Higher Education.

In: *Higher Education Quarterly* 73 (3), S. 273–284. DOI: 10.1111/hequ.12197.

Abstract:

Recent writing on Higher Education has seen much policy and practice attributed to the advent or impact of neoliberalism. This paper examines the origins and meaning of the term, its application to Higher Education and Higher Education research, and the issues and critique that have been raised in this context. It is argued that neoliberalism is just one more in a whole series of 'fright terms' used in an attempt to galvanise opposition and resistance to the current directions of Higher Education policy and practice.

Uslu, Baris; Calikoglu, Alper; Seggie, F. Nevra; Seggie, Steven H. (2019):

The entrepreneurial university and academic discourses. The meta-synthesis of Higher Education articles.

In: *Higher Education Quarterly* 73 (3), S. 285–311. DOI: 10.1111/hequ.12198.

Abstract:

The innovative teaching, knowledge and technology production and societal service activities of academics are largely discussed within the entrepreneurial university discourse in Higher Education journals. Therefore, this research focuses on a meta-synthesis of Higher Education articles to better understand the concepts of the entrepreneurial university and entrepreneurial academic. After the systematic elimination based on keywords and titles, 25 articles have been selected from the top 10 Higher Education journals in the SCImago Journal Rankings. Content analysis was performed on these articles to highlight the common operational areas in entrepreneurial universities and activities of entrepreneurial academics. The meta-synthesis shows that, both for universities and academics, entrepreneurship is overwhelmingly characterised by the commercialisation of scholarly activities that enrich institutional income revenue as well as academics' personal income. However, such an approach can distance universities from their mission of public good; so Higher Education administrators should create mechanisms that would allow both to take place in a balanced way.

Véliz, Daniela; Gardner, Susan K. (2019):

Generational perceptions of promotion and tenure expectations by faculty in a striving university. A quest for legitimacy?

In: *Higher Education Quarterly* 73 (3), S. 359–373. DOI: 10.1111/hequ.12195.

Abstract:

Striving universities seek to gain prestige in the academic market. One characteristic of striving universities is a change in the faculty reward system. In this study, we examined historical promotion and tenure criteria in five disciplinary units at one striving university and then conducted interviews with senior faculty and recently tenured faculty in each unit to better understand the striving dynamics at play. Findings demonstrated that pressures to seek legitimacy were a result of the faculty themselves, the institution's desire to gain legitimacy through an increased research profile and the disciplinary ties outside the university.

Winkler, Ingo; Rybnikova, Irma (2019):

Student resistance in the classroom. Functional-instrumentalist, critical-emancipatory and critical-functional conceptualisations.

In: *Higher Education Quarterly* 73 (4), S. 521–538. DOI: 10.1111/hequ.12219.

Abstract:

The paper provides a systemic literature review and a typology of texts that discuss student resistance in the classroom in Higher Education. Analysing 134 empirical and conceptual studies published between 1988 and 2018 for how student resistance is conceptualised, this review identifies three approaches: functional-instrumentalist, critical-emancipatory and critical-functional. Presenting the three approaches in more depth, the article points to the main tenets, like supposed reasons for and suggested ways of handling student resistance. In the final part of the analysis, the paper discusses the typology in light of the current institutional background of Higher Education, including the managerial university and ambivalences of critical education. Finally, the article offers future research directions.

Zagonari, Fabio (2019):

Scholarships versus training for happiness gained from an education in creativity. A dynamic analytical model.

In: *Higher Education Quarterly* 73 (3), S. 374–391. DOI: 10.1111/hequ.12201.

Abstract:

This paper presents a mathematical model of the dynamic interrelationships between education, creativity and happiness based on both theoretical insights and evidence from recent empirical neurological studies. In this context, the results are conditional on an individual's learning effort and risk-aversion. Specifically, I focus on two main determinants of creativity (divergent and convergent thinking) and compare two main educational policies (scholarships versus unstructured training) with regard to their impacts on the happiness gained from creativity in the general and healthy population. A test is provided by matching the model's predictions with the results of recent neuroscience research. Numerical simulations suggested that improving convergent thinking is more important than improving divergent thinking for creativity to generate happiness throughout an individual's life, provided that both divergent and convergent thinking have been achieved to a sufficiently large degree, and that unstructured training (i.e., extra-curricular activities) in divergent thinking (e.g., in accounting schools) is necessary to reach wealthier students who have more difficulty learning. In contrast, scholarships or unstructured training in convergent thinking (e.g., in art schools) are necessary to reach students who learn easily but who are less wealthy.

Reviews

de Boer, Harry (2019):

Higher Education Accountability, Robert Kelchen, Johns Hopkins University Press, Baltimore, 2018. 272 pp. ISBN: 978-1-42142-473-6. 39.95 (hardcover). eISBN: 978-1-42142-474-3.

[Review]. In: *Higher Education Quarterly* 73 (3), S. 394–398. DOI: 10.1111/hequ.12205.

Gayardon, Ariane de (2019):

Higher Education Funding and Access in International Perspective. Sheila Riddell, Sarah Minty, Elizabeth Weedon, & Susan Whittaker (Eds.). Emerald Publishing, Bingley, 2018. 264 pp. ISBN-13: 978-1-78754-654-7. £40 (paperback). eISBN: 978-1-78754-651-6.

[Review]. In: *Higher Education Quarterly* 73 (3), S. 392–394. DOI: 10.1111/hequ.12202.

Editorials

Gillespie, Kay Herr (2019):

Everybody Needs a Mrs. Strickland! But why?

[Editorial]. In: *Innovative Higher Education* 44 (3), S. 161–163. DOI: 10.1007/s10755-019-9465-3.

Morris, Libby V. (2019):

Complexities in Ethical Decision-Making.

[Editorial]. In: *Innovative Higher Education* 44 (1), S. 1–3. DOI: 10.1007/s10755-019-9456-4.

Morris, Libby V. (2019):

Contemplating Open Educational Resources.

[Editorial]. In: *Innovative Higher Education* 44 (5), S. 329–331. DOI: 10.1007/s10755-019-09477-7.

Morris, Libby V. (2019):

Faculty Role in Reforming Teaching and Course Evaluations.

[Editorial]. In: *Innovative Higher Education* 44 (6), S. 419–421. DOI: 10.1007/s10755-019-09486-6.

Morris, Libby V. (2019):

Roles and Rewards in Editorial Board Service.

[Editorial]. In: *Innovative Higher Education* 44 (2), S. 85–86. DOI: 10.1007/s10755-019-9458-2.

Morris, Libby V. (2019):

The Conundrum of Work-Life Balance.

[Editorial]. In: *Innovative Higher Education* 44 (4), S. 247–248. DOI: 10.1007/s10755-019-09471-z.

Original Articles

Burgason, Kyle A.; Sefiha, Ophir; Briggs, Lisa (2019):

Cheating is in the Eye of the Beholder. An Evolving Understanding of Academic Misconduct.

In: *Innovative Higher Education* 44 (3), S. 203–218. DOI: 10.1007/s10755-019-9457-3.

Abstract:

Research consistently indicates that academic dishonesty is pervasive on college campuses, including in online courses. For our study we administered a survey to two groups of undergraduate criminal justice students, one group of face-to-face students of traditional college-age and the other a group of distance learners employed full-time in criminal justice professions. The survey was designed to assess prevalence, techniques, and definitions regarding online cheating. Findings indicate that a large percentage of both groups engaged in practices normatively defined as “cheating,” yet they did not consider their behaviors to be violations of academic integrity. In closing, we offer suggestions for best practice techniques for communicating expectations to students and reducing online exam cheating.

Capstick, M. Kyle; Harrell-Williams, Leigh M.; Cockrum, Colton D.; West, Steven L. (2019):

Exploring the Effectiveness of Academic Coaching for Academically At-Risk College Students.

In: *Innovative Higher Education* 44 (3), S. 219–231. DOI: 10.1007/s10755-019-9459-1.

Abstract:

The purpose of this study, which was conducted over the course of five semesters at one institution, was to determine the effectiveness of the Academic Coaching for Excellence (ACE) program for academically at-risk students. The study utilized archival data, which had been collected by the Center for Academic Retention and Enrichment Services (CARES), for 1434 undergraduate students in a cohort-based, nonequivalent groups post-tests design. Results indicated that full- and part-time students who participated in academic coaching had significant GPA increases, were more likely to earn at least a 2.00 GPA in the intervention semester, and were more likely to be retained at the university the following semester than were those students who did not participate in the program. Implications for higher education professionals are discussed.

Carter-Veale, Wendy Y.; Holder, Michelle Beadle; Joseph, Lenisa N. (2019):

Exit, Voice, Loyalty. Using an Exit Phone Interview to Mitigate the Silent Departure Phenomenon.

In: *Innovative Higher Education* 44 (5), S. 367–384. DOI: 10.1007/s10755-019-9469-z.

Abstract:

Doctoral student attrition is often referred to as a silent epidemic whereby students tacitly withdraw without ever being given an exit interview or follow-up. While most studies focus on the departing students, few studies focus on the institution’s implicit and explicit policies and practices that encourage silence. Drawing upon the “Exit, Voice, Loyalty” framework, we examined how the pathways to student voice that institutions provide for departing students contribute to the silent departure phenomenon. We recommend that campus stakeholders, policymakers, and administrators solicit critical feedback from departing students and develop instruments to assess their own departure process, rather than relying on national assessments.

Chang, Ethan; London, Rebecca A.; Foster, Samara S. (2019):

Reimagining Student Success. Equity-Oriented Responses to Traditional Notions of Success.

In: *Innovative Higher Education* 44 (6), S. 481–496. DOI: 10.1007/s10755-019-09473-x.

Abstract:

This study examined how 20 faculty and staff members used a one-time funding initiative to (re)conceptualize and design student success interventions. We found that they selectively adopted traditional notions of student success but also elevated themes of social justice, civic engagement, and overall student well-being as valuable dimensions of student success. This more expansive conception of student success informed how project leads designed interventions, including peer-tutoring supports and programs to support a sense of belonging. We argue that participatory approaches to student success framing and programming might advance more relevant and responsive conceptions of student success and facilitate organizational processes for achieving these more expansive aims.

Collier, Daniel; Parnther, Ceceilia; Fitzpatrick, Dan; Brehm, Chelsea; Beach, Andrea (2019):

Helping Students Keep the Promise. Exploring how Kalamazoo Promise Scholars' Basic Needs, Motivation, and Engagement Correlate to Performance and Persistence in a 4-Year Institution.

In: *Innovative Higher Education* 44 (5), S. 333–350. DOI: 10.1007/s10755-019-9468-0.

Abstract:

Few studies consider how non-cognitive factors shape outcomes for students served by Promise programs, which are programs that guarantee tuition-free college attendance within a specified geographic area. This single-institution study examined differences between enrolled and stopped-out Kalamazoo Promise scholars' (N = 142) basic needs, motivation, and engagement. Compared to enrolled Promise scholars, a higher percentage of stopped-out students reported experiencing homelessness. Stopped-out students reported higher amotivation, lower extrinsic motivation, and lower engagement than did enrolled students. The findings revealed that amotivation, faculty engagement, and being male negatively influenced GPA, while staff interaction positively influenced GPA. Stop-out was affected by GPA, amotivation, and staff interactions. Pell eligibility did not directly influence GPA or stopping out.

Driskill, Gerald; Chatham-Carpenter, April; McIntyre, Kristen (2019):

The Power of a Mission. Transformations of a Department Culture through Social Constructionist Principles.

In: *Innovative Higher Education* 44 (1), S. 69–83. DOI: 10.1007/s10755-018-9449-8.

Abstract:

This study analyzed the transformation of a departmental culture through a process of implementing a new mission statement. The revised departmental mission promoted positive practices and rituals that transformed faculty relationships and student learning. These positive and ethical practices were derived from social constructionist principles, which guided collaborative organizational communication behaviors consistent with the new departmental mission. The organizational culture that developed was intentionally tied to program planning and assessment. In this article we provide innovative practical and theoretically-driven implications for developing a transformative departmental culture, with relevance for high impact teaching and administrative practices, in the context of restructuring and institutional changes.

Emery, Nathan; Maher, Jessica Middlemis; Ebert-May, Diane (2019):

Studying Professional Development as Part of the Complex Ecosystem of STEM Higher Education.

In: *Innovative Higher Education* 44 (6), S. 469–479. DOI: 10.1007/s10755-019-09475-9.

Abstract:

Professional development in teaching is a critical component of ongoing work to improve student learning outcomes in higher education, especially STEM education. While there are many large-scale professional development programs designed to help participants change the way STEM is taught, few have thoroughly evaluated the outcomes to determine whether faculty members have adopted new techniques and transferred what they learned to their teaching practice. Importantly, without substantive assessment of long-term professional development outcomes, we are left with little evidence of program effectiveness. In this article we examine the current state of professional development evaluation in

STEM higher education, propose possible study design elements to use when investigating the impact of professional development on instructors, and describe a novel longitudinal research design for the evaluation of professional development activities.

Fernandez, Frank; Merson, Dan; Ro, Hyun Kyoung; Rankin, Susan (2019):

Do Classroom Interactions Relate to Considerations of Institutional Departure Among Student Veterans and Service Members?

In: *Innovative Higher Education* 44 (3), S. 233–245. DOI: 10.1007/s10755-019-9460-8.

Abstract:

The number of student veterans in higher education has significantly increased over the last decade; however, many student veterans and service members consider dropping out of higher education and ultimately choose to do so. In this study we conducted a secondary data analysis of a campus climate study that included responses from more than 400 student veterans. We draw on prior literature on student veterans and conceptually ground our study in the literature on campus climates. We found that student veterans who have positive perceptions of their relationships with professors in the classroom environment are less likely to consider leaving their universities.

George Mwangi, Chrystal A.; Latafat, Sadaf; Thampikutty, Costin; Van, Julie (2019):

Examining University Responses to the DACA Rescission. A Critical Discourse Analysis.

In: *Innovative Higher Education* 44 (4), S. 249–265. DOI: 10.1007/s10755-019-9463-5.

Abstract:

This study engaged a critical discourse analysis to examine statements from higher education leaders regarding the rescission of the federal Deferred Action for Childhood Arrivals (DACA) program. The research questions addressed were as follows. (a) What discourses are present in higher education leaders' responses to the DACA rescission and DACA students? (b) What discourses are present regarding the role of U.S. higher education in the immigration policy agenda? (c) How do these responses connect to or conflict with broader higher education discourses on diversity, equity, and inclusion? Findings across the 139 institutional responses emphasize the tone of the responses, the depiction of students impacted by the DACA rescission, the forms of institutional commitment discussed in the responses, and the connections that leaders make to institutional identity.

Gildehaus, Lori; Cotter, Paul; Buck, Sharon; Sousa, Marsha; Hueffer, Karsten; Reynolds, Arleigh (2019):

The Research, Advising, and Mentoring Professional. A Unique Approach to Supporting Underrepresented Students in Biomedical Research.

In: *Innovative Higher Education* 44 (2), S. 119–131. DOI: 10.1007/s10755-018-9452-0.

Abstract:

As a pilot intervention strategy to support undergraduate students, especially rural and Alaska Native students who are pursuing biomedical science research and career trajectories, we have developed a unique, mid-level Research, Advising, and Mentoring Professional (RAMP) position. In this article we outline the reasons for creating this position, RAMP qualifications, training, duties, and differences between RAMP and other positions typically found in higher education. Additionally, we discuss the evolution of the position and why it may be of interest to other institutions as they address similar issues involving students from underrepresented groups. Preliminary survey and focus group data from students mentored directly by RAMPs indicated that the holistic advising approach of RAMPs has had a positive impact on student experiences by supporting persistence in degree programs and providing psychosocial support of both personal and professional development.

Hermanowicz, Joseph C.; Woodring, David W. (2019):

The Distribution of College Grades across Fields in the Contemporary University.

In: *Innovative Higher Education* 44 (6), S. 497–510. DOI: 10.1007/s10755-019-09474-w.

Abstract:

Scholars have argued that grade inflation is pervasive throughout colleges and universities and that it is presently at an all-time high. Inflation is, however, a temporal concept: it is theoretically impossible for grades to keep increasing on a fixed scale. In this article we examine a related, though empirically distinct, phenomenon: the distribution of grades across fields in a university. We question global statements about grade inflation and examine if and how the university grading structure is internally differentiated. We use the idea of consensus, the extent to which practitioners of a field agree, as a means to differentiate areas in a university. Based on undergraduate grade data from a large, public university in the U.S., we use cluster analysis to ascertain an “architecture” of grades. The results demonstrate significant variation in how grades are distributed across fields. The work identifies a need to probe further the linkages between field consensus, rigor, student learning, and grade allocation in college.

Hill, Lucas B.; Savoy, Julia N.; Austin, Ann E.; Bantawa, Bipana (2019):

The Impact of Multi-Institutional STEM Reform Networks on Member Institutions. A Case Study of CIRTl.

In: *Innovative Higher Education* 44 (3), S. 187–202. DOI: 10.1007/s10755-019-9461-7.

Abstract:

Multi-institutional networks have become an increasingly common change mechanism in higher education, especially in undergraduate science, technology, engineering, and mathematics (STEM) education reform. However, little is known about the impact of such networks on participating institutions. This study examined one network, the Center for the Integration of Research, Teaching, and Learning (CIRTl), to understand the multi-level impact of network membership on participating campuses. Framed by CIRTl’s mission to prepare future STEM faculty, results showed that the Network provided four major benefits for member institutions, which were translated and used to expand and modify local teaching professional development programs, subsequently impacting program participants and campus perceptions of graduate student professional development.

Hokanson, Sarah Chobot; Grannan, Sharisse; Greenler, Robin; Gillian-Daniel, Donald L.; Campa, Henry; Goldberg, Bennett B. (2019):

A Study of Synchronous, Online Professional Development Workshops for Graduate Students and Postdocs Reveals the Value of Reflection and Community Building.

In: *Innovative Higher Education* 44 (5), S. 385–398. DOI: 10.1007/s10755-019-9470-6.

Abstract:

Designers of professional development activities and programs within higher education generally believe workshop learning outcomes and learner-created materials are what graduate students and postdoctoral scholars value from participating in these activities. We created a new structure for online synchronous workshops that integrates active learning, participant reflection, and skill development. Our design was informed by the hypothesis that participants value the work that they do and the materials they create during our online workshops. In our evaluations we examined students’ self-reported behavioral and attitudinal changes and perspectives on professional development. We learned that participants considered their sense of community and opportunities for reflection to be valued elements of the workshops. We found that these workshops added to students’ self-reflective practices and skill-building processes. Participants suggested that workshops should integrate active learning and skills application with deliberate reflection and community building to increase the potential for long-term change.

Holzweiss, Peggy C.; Polnick, Barbara; Lunenburg, Fred C. (2019):

Online in half the Time. A Case Study with Online Compressed Courses.

In: *Innovative Higher Education* 44 (4), S. 299–315. DOI: 10.1007/s10755-019-09476-8.

Abstract:

Higher education institutions of today are offering different courses in different formats in order to attract students and increase enrollment. Courses that can be completed in a shorter time frame are growing in popularity but can come with challenges. This case study research examined the experiences of students and instructors in online compressed courses across a nine-month period in one academic program. Results indicate that, while the students performed well, they dropped good academic practices such as reading in depth and writing drafts of papers. In addition, instructors reduced the quality of their feedback and became overwhelmed with the workload. We discuss recommendations for creating online compressed courses that are of benefit to both students and instructors.

Johnson, Jessica A.; Taylor, Barrett J. (2019):

Academic Capitalism and the Faculty Salary Gap.

In: *Innovative Higher Education* 44 (1), S. 21–35. DOI: 10.1007/s10755-018-9445-z.

Abstract:

In the academic capitalist knowledge regime, institutions compete for prestige and funding. Reward structures emphasize science and engineering (S&E) fields for their potential to generate money and status. Masculine norms and male majority in S&E fields may create conditions for gender differences in faculty compensation. We explored the relationship between institutional S&E emphasis and the faculty salary gap at 130 public research universities. Findings suggest that the salary gap for full professors varies over time - decreasing at institutions with the greatest S&E emphasis and increasing at institutions with lower levels of S&E emphasis. Context matters when exploring gender differences in institutional rewards.

Malott, Krista; Wahesh, Edward; Crawford, Emily (2019):

Anxieties toward Outgroup Members. Use of an (Elaborated) Imagined Contact Intervention with Undergraduate Students.

In: *Innovative Higher Education* 44 (2), S. 133–147. DOI: 10.1007/s10755-018-9453-z.

Abstract:

Negative emotional reactions toward those of differing social identities is both common and detrimental to the development of relationships that are essential for effective work, living, and educational spaces. In this study we assessed the impact of an (elaborated) imagined contact intervention (eICI) on undergraduate students' anxiety levels toward those of other social groups in a course entitled "Counseling Diverse Populations." Participants (n = 20) who completed an eICI reported reductions of anxiety in comparison to participants (n = 22) in an assessment-only condition who did not complete the intervention. At follow-up, however, decreases in anxiety were observed among all participants. Student qualitative commentary on the eICI reflected perceptions of increased awareness of personal biases and greater humanization of those from outgroups. Students also expressed a desire to increase contact with other groups so as to have opportunities to transcend group differences.

Niehaus, Elizabeth; Wegener, Ashley (2019):

What Are We Teaching Abroad? Faculty Goals for Short-Term Study Abroad Courses.

In: *Innovative Higher Education* 44 (2), S. 103–117. DOI: 10.1007/s10755-018-9450-2.

Abstract:

Based on survey data from over 400 faculty members who taught short-term study abroad courses, the purpose of this study was to identify the types of goals that faculty members have in teaching short-term study abroad courses and the relationship between faculty background characteristics (i.e., race, gender, discipline, and prior experience) and their

teaching goals. By further understanding the goals that these faculty members have for their study abroad programs, we are better able to assess how these programs may or may not be meeting overall internationalization goals and then to use this information to assist faculty members and higher education administrators in finding ways to further align study abroad goals with the broader goals of international education.

Okahana, Hironao; Hao, Yi (2019):

Are They Worth it? Master's Degrees and Labor Market Outcomes in the STEM Workforce.

In: *Innovative Higher Education* 44 (3), S. 165–185. DOI: 10.1007/s10755-019-9455-5.

Abstract:

Utilizing the 2013 National Survey of College Graduates (Scientists and Engineers Statistical Data System, National Science Foundation, 2015), this study examined three measures of labor market outcomes: annual earning potentials; primary work activity; and education-job match for science, technology, engineering, and mathematics (STEM) bachelor's degree holders by their master's degree attainment. Whereas the study found earning differentials across master's degrees, the results suggest that one's earnings are explained by other factors, specifically gender. Results reflect a discernible and concerning pay gap between men and women with the same level of degree attainment in the STEM workforce. Also, implications for policy and practice are addressed.

Ortagus, Justin C.; Tanner, Melvin J. (2019):

Going to College without Going to Campus. A Case Study of Online Student Recruitment.

In: *Innovative Higher Education* 44 (1), S. 53–67. DOI: 10.1007/s10755-018-9448-9.

Abstract:

Despite the financial benefits generally associated with expanding student enrollment through online education, many institutions may not know how to recruit online students. This case study drew upon interviews with 27 administrators from four public research universities in order to better understand how to recruit students for exclusively online degree programs. Findings revealed that administrators identify the characteristics and needs of prospective online students, outline which non-academic services can be outsourced to alleviate cost burdens, identify ways to leverage the institutional brand as indistinguishable from the individual online program, and prioritize personalized student interactions throughout the online student recruitment process.

Preble, Kathleen M.; Cook, Mackenzie A.; Fults, Brittani (2019):

Sex Trafficking and the Role of Institutions of Higher Education. Recommendations for Response and Preparedness.

In: *Innovative Higher Education* 44 (1), S. 5–19. DOI: 10.1007/s10755-018-9443-1.

Abstract:

In the perceptions of most persons, sex trafficking is a recognized global human rights abuse. The U.S. Department of Health and Human Services has articulated a call to action with its four "P" policy agenda: prevent, protect, prosecute, and partnership (Office of Trafficking in Persons, 2017). Institutions of higher education are positioned to bolster these initiatives through research, work force and policy development, and education. It is our purpose with this article to begin a discussion within academic institutions and the field of sex trafficking to explore what actions might assist survivors who wish to pursue higher education as well as what protections should be in place to serve students who may become victimized while attending an institution of higher education. We consider human trafficking, the role of institutions of higher education, current policies related to colleges and universities, the vulnerability of college age individuals to potential trafficking, and the unique needs of those who exit trafficking and enter higher education. We offer some recommendations that will enable institutions to engage with and address the intersection of sex trafficking and higher education.

Rämö, Johanna; Reinholz, Daniel; Häsä, Jokke; Lahdenperä, Juulia (2019):

Extreme Apprenticeship. Instructional Change as a Gateway to Systemic Improvement.

In: *Innovative Higher Education* 44 (5), S. 351–365. DOI: 10.1007/s10755-019-9467-1.

Abstract:

In this article we describe a long-term departmental change effort in one mathematics department. The change began with one instructor adopting the Extreme Apprenticeship instructional model. This modest shift served as the catalyst for a series of subsequent, systemic improvements. We believe that this innovation and the resultant change demonstrate how instructional change can serve as a catalyst for broader change, rather than a change that focuses solely on instruction. We use four frames from the literature on organizational development to characterize the changes that have occurred in this department. This in-depth case study describes the department's current culture and how it developed, and we suggest that this explanation could serve as a guide for other departments seeking change.

Ray, Elizabeth C.; Arpan, Laura; Oehme, Karen; Perko, Ann; Clark, James (2019):

Testing Restorative Narratives in a College Student Resilience Project.

In: *Innovative Higher Education* 44 (4), S. 267–282. DOI: 10.1007/s10755-019-9464-4.

Abstract:

A new online program, The Student Resilience Project (<https://strong.fsu.edu>), explores how institutions can effectively communicate health and resilience information to students. We investigated one key element of a pilot version of this program, specifically its use of video-based “restorative narratives,” which depict college students overcoming adversity using institutional resources. We proposed a theoretical model, which is supported by data from a survey completed by undergraduate students ($n = 229$) who viewed the videos. Results suggest that perceptions of restorative narratives can directly predict students' behavioral intentions, including their intention to seek resources and to share content with other students. Perceptions of restorative narratives also influenced behavioral intentions indirectly via their influence on meaningful affect and outcome expectations, including the belief that advice and resources would help them and others. Based on the model, we offer evidence-based suggestions for web-based prevention programs.

Robertson, Douglas L. (2019):

Performance Perspectives on Undergraduate Student Success at Public Metropolitan Research Universities.

In: *Innovative Higher Education* 44 (2), S. 87–101. DOI: 10.1007/s10755-018-9451-1.

Abstract:

This study is part of a line of research that focuses on intentional, large-scale, and effective change in complex, dynamical, organizational systems. This research utilizes the behavior analytic perspective of organizational behavior management and connects multiple levels of analysis ranging from individual learning to cultural evolution. This study examined a national sample of public metropolitan research universities ($N = 35$) regarding their performance in sustained improvement in undergraduate student success with simultaneous improvement in access. The specific objective of the study was to examine university performance from a variety of perspectives, such as Excellence (variable sum) and Improvement (variable change). Data from the Integrated Postsecondary Educational Data System were analyzed over a nine year period, 2008–2016. This study built on an earlier case study of Florida International University, a public metropolitan research university. The objective of the study reported here was to select candidates for future case studies within this same line of research.

Santis, Jessica L. de; O'Connor, Sarah P.; Pritchard, Kathleen; Franco, Zeno E.; Ahmed, Syed M.; Nelson, David A. (2019):

The Collective Power of We. Breaking Barriers in Community Engagement through Dialogue.

In: *Innovative Higher Education* 44 (2), S. 149–160. DOI: 10.1007/s10755-018-9454-y.

Abstract:

How we engage the community within our institutions, from higher education to social services, requires consistent reconceptualization. Many fields benefit from engaging the community; yet research around practical methods for engagement is limited. This study describes the process of using nominal group technique as a practical method for both community and academic members to discuss Community Based Participatory Research. Participants included faculty, staff, students, and community member stakeholders of a medical institution during a community engagement themed conference. The goal of this study was to assess the effectiveness of using the nominal group technique for community and academic members to discuss the principles of Community Based Participatory Research. Through this discussion a significant change in the research paradigm was addressed by focusing on the importance of dialogue in order to have an impact on health disparities. This study serves to illustrate a method for bringing community and academic members together around discussion of a complex topic, while simultaneously identifying general perceptions around Community Based Participatory Research.

Schmulian, Astrid; Coetzee, Stephen A. (2019):

To Team or Not to Team. An Exploration of Undergraduate Students' Perspectives of Two Teachers Simultaneously in Class.

In: *Innovative Higher Education* 44 (4), S. 317–328. DOI: 10.1007/s10755-019-9466-2.

Abstract:

In this article we report on a study that explored undergraduate accounting students' experience of team teaching. In particular, we assessed and analysed the students' perspectives of the relative advantages and disadvantages of teaming, as a form of team teaching, in contrast to the more widely adopted equal status model of team teaching. The results suggest that the students assessed the teaming and equal status models of team teaching positively. They were, however, statistically significantly more positive about the advantages of the teaming model with a larger majority of the students indicating a stronger preference for the teaming model, as compared to the equal status model. Our results show that the teaming model provided students with classes that, from their perspective, were more interesting, aided their understanding, and provided them with faster and more individualized support than did the equal status model. In adopting the teaming model, teachers should, however, consider sources of possible confusion and intimidation.

Scruggs, Richard; McDermott, Paul A.; Qiao, Xin (2019):

A Nationwide Study of Research Publication Impact of Faculty in U.S. Higher Education Doctoral Programs.

In: *Innovative Higher Education* 44 (1), S. 37–51. DOI: 10.1007/s10755-018-9447-x.

Abstract:

Research impact is very important in academia. This study explored the research impact of faculty in doctoral higher education programs through the use of Hirsch's h index as measured by Google Scholar results. Characteristics of the h index in this field are discussed, and norms are offered for professors of different ranks. We also explore relationships between gender, experience, and U.S. News and World Report ranking and the index. We find that gender has no significant relationship to faculty index in this field, but faculty experience and school rankings do have a relationship. Our findings support the use of the h index in assessing research impact in the higher education field, and they may be of interest to persons beyond this field as we consider the manner in which we assess faculty research.

Tezcan-Unal, Burcu; Jones, Wayne; Littlewood, Suzanne (2019):

Curriculum Review. Analysis through a Learning Organization Lens.

In: *Innovative Higher Education* 44 (5), S. 399–415. DOI: 10.1007/s10755-019-09472-y.

Abstract:

This retrospective analysis of curriculum change in an academic unit explored the extent to which characteristics of learning organizations developed during the process. Three practitioner researchers designed the study as a practice-based, interpretive, single-case study using mixed methodology with data collected from documentary analysis, an online Learning Organization Survey, and semi-structured interviews. The findings suggest that aspects of a learning organization did indeed develop and that the framework proved useful in evaluating change processes. We present a methodology for higher education practitioners wishing to assess their departmental practices and change processes through the framework of a learning organization.

Wehlburg, Catherine M.; Robbins, Sarah Ruffing; Daugherty, Rachel Chapman; Hughes, Ashley Taylor (2019):

GlobalEX. Creating a Collaborative Initiative for Enhancing Cross Cultural Engagement.

In: *Innovative Higher Education* 44 (6), S. 453–467. DOI: 10.1007/s10755-019-09479-5.

Abstract:

GlobalEx is a co-curricular program designed to enhance cross-cultural engagement at the undergraduate level at Texas Christian University. This student-designed and student-led project arose from recognition of a need to integrate the experiences of international students and domestic students, and it uses a three-step model (EXplore, EXchange, and EXtend) to allow students to discover more about themselves and each other. For its first-year participants, who carry out intercultural inquiry in teams during the fall semester, this experiential program culminates in a version of performative storytelling to share publically what each team has learned. For upper-level students, who are selected to continue as leaders after finishing the program, GlobalEX provides the opportunity to mentor new participants into the program and into intercultural learning opportunities. In this article we report on the innovative aspects of the program's design and the use of integrated assessment to continually refine the GlobalEX model.

Whitsitt, Lynnette; Williams, Robert L. (2019):

Political Ideology and Accuracy of Information.

In: *Innovative Higher Education* 44 (6), S. 423–435. DOI: 10.1007/s10755-019-09478-6.

Abstract:

Understanding our nation's government and the politics involved is essential, but political issues are sometimes considered too sensitive to discuss in educational settings. Without classroom-based discussions, how accurate are students in judging the accuracy of political statements, especially in today's "fake news" climate? To generate a possible answer to this question, we examined students' accuracy in judging political claims regarding events occurring in President Trump's first year in office, as well as the relationship between political ideology and accuracy of non-political judgements. Results showed that a higher percentage of students in a southeastern state university identified themselves as liberals than was the case in our past research with students at this particular university. The principal finding of the study we report in this article was that conservative students were less accurate in judging false political statements than were liberal and independent students. Political ideology was not related to the accuracy of academic judgments. Both critical thinking scores and political ideology predicted accuracy in judging false political statements.

Wiener, William R.; Peterson, James C. (2019):

Strengthening the Role of Graduate Program Directors.

In: *Innovative Higher Education* 44 (6), S. 437–451. DOI: 10.1007/s10755-019-09480-y.

Abstract:

One of the responses to the demands of graduate education in the United States has been the development of faculty directors of graduate programs within academic departments. The title for this position varies widely, but it is most commonly called Graduate Program Director (GPD). The GPD serves at the departmental level and is key in the administration of graduate programs in the U.S. and in a number of other countries. However, little scholarly attention has been brought to examination of these positions although there has been acknowledgement that the faculty members

holding them play key roles in student recruitment, socialization, retention, and program completion. This article is the first presentation of multi-institutional survey data on faculty members serving in this role. The survey found that the role is only partially formalized. About half of the survey respondents reported that there were written job descriptions and university-wide policies related to this role. Survey respondents reported a wide range of responsibilities, but rather limited resources to assist them in this role.

Zandvliet, David B.; Stanton, Alisa; Dhaliwal, Rosie (2019):

Design and Validation of a Tool to Measure Associations between the Learning Environment and Student Well-Being: The Healthy Environments and Learning Practices Survey (HELPS).

In: *Innovative Higher Education* 44 (4), S. 283–297. DOI: 10.1007/s10755-019-9462-6.

Abstract:

In this article we describe the Learning Environments and Well-Being Research Project, a collaborative initiative between a research institute and a health promotion unit at a leading Canadian university. The purposes of this project are, first, to conduct research about how classroom environments within higher education settings can be harnessed for the enhancement of student well-being, engaged learning, and civic engagement and, second, to build on current health and counseling initiatives that aim to foster well-being in the classroom. We then explain in detail one outcome of our collaborative research program, which was the development and validation of a robust learning environments instrument. This instrument is titled the Healthy Environments and Learning Practices Survey (HELPS), and it was validated using a sample of 988 postsecondary students across disciplines.

Specials

Tezcan-Unal, Burcu; Jones, Wayne; Littlewood, Suzanne (2019):

Correction to: Curriculum Review. Analysis through a Learning Organization Lens.

[Correction]. In: *Innovative Higher Education* 44 (5), S. 417. DOI: 10.1007/s10755-019-09485-7.

Abstract:

In the original publication, the article title was incorrect. The correct title should be “Curriculum Review: Analysis through a Learning Organization Lens.” The original article has been corrected.

Journal for Labour Market Research (53) 2019

http://www.iab.de/de/publikationen/Journal_for_Labour_Market_Research.aspx#Springer

[2005-2009 Open Access]

<http://link.springer.com/journal/12651>

[2009-Open Access]

Original Articles

Arango, Luis E.; Castellani, Francesca; Obando, Nataly (2019):

Heterogeneous labour demand in the Colombian manufacturing sector.

In: *Journal for Labour Market Research* 53 (1), 19 S. DOI: 10.1186/s12651-018-0252-x.

Abstract:

Using the Colombian Annual Manufacturing Survey between 2000 and 2013, we investigate the heterogeneity in labour demand within the industrial sector based on the elasticities. We find that long-run own-price, output, and TFP elasticities vary across a variety of dimensions such as regions, sectors, and plant sizes depending on workers' skills and contract modalities (open-ended and temporary). The determinants of industrial labour demand are quantitatively different, mainly, across regions and, to some extent, subsectors when we focus on demand for unskilled workers. It is possible that, given the importance of apparel in the manufacturing sector in Pereira, labour demand for permanent skilled workers in that city is different from that of Bogotá, Cali, and Medellín. Thus, labour demand heterogeneity is just a symptom of the underlying differences in the production processes and produced goods, technologies, labour force qualification and productivity, preferences of workers, rigidities and wage-setting procedures, and peculiarities of goods' markets, etc. Suggestions to induce more wage flexibility and decrease labour segmentation emerge from this paper.

Brussig, Martin; Leber, Ute (2019):

After early retirement. The variety of human-resource strategies of firms towards older employees.

In: *Journal for Labour Market Research* 53 (14), 13 S. DOI: 10.1186/s12651-019-0266-z.

Abstract:

Over the last years, the employment rate of older workers has increased sharply in Germany. Against this background, the question arose as to whether firms have contributed actively to the growing share of older employees, either by offering special human resource management (HRM) measures, such as further training (internal strategy) or by hiring older employees from the external labour market (external strategy). Our paper analyses the interrelation between both strategies. By using data from the IAB Establishment Panel, we investigate the determinants of the firms' decision to use one or the other strategy or to combine both strategies. Our analyses show that some factors, such as firm size, experiences with older staff or a shortage of skilled workers promote the decision for both strategies. Other characteristics, in contrast, have a positive effect on one strategy only. This applies in particular to industrial relations, but also to the share of qualified workers within a company.

Bruttel, Oliver (2019):

The effects of the new statutory minimum wage in Germany. A first assessment of the evidence.

In: *Journal for Labour Market Research* 53 (10), 13 S. DOI: 10.1186/s12651-019-0258-z.

Abstract:

Germany did not establish a statutory minimum wage until 2015. The new wage floor was set at an initial level of €8.50 per hour. When it was introduced, about 11 percent of German employees earned less than that amount. Based on descriptive figures, qualitative research and difference-in-differences analyses, we provide an overview of the available evidence regarding some of the topics that have attracted the most attention in international research and policy debates: the effects on wages and the wage distribution including issues of compliance in relation to the implementation of the new minimum wage, on the risk of poverty, on employment and the impact on businesses for instance with respect to productivity, prices or profits. The evidence shows that the minimum wage has increased hourly wages significantly, while the effect on monthly salaries has been far less substantial, as companies have partly reduced contractually agreed-upon working hours. Besides reductions in working hours or increases in work intensity, companies highly affected by the introduction of the minimum wage have used price increases and have had to accept profit reductions as a response to the new wage floor. If studies found any employment effects, they were—whether positive or negative—rather small in relation to the overall number of jobs. As in other countries, the minimum wage has not helped to reduce welfare dependency and the risk of poverty. Non-compliance remains a challenge for the implementation of the new statutory minimum wage.

Claveria, Oscar (2019):

Forecasting the unemployment rate using the degree of agreement in consumer unemployment expectations.

In: *Journal for Labour Market Research* 53 (3), 10 S. DOI: 10.1186/s12651-019-0253-4.

Abstract:

This study aims to refine unemployment forecasts by incorporating the degree of consensus in consumers' expectations. With this objective, we first model the unemployment rate in eight European countries using the step-wise algorithm proposed by Hyndman and Khandakar (*J Stat Softw* 27(3):1–22, 2008). The selected optimal autoregressive integrated moving average (ARIMA) models are then used to generate out-of-sample recursive forecasts of the unemployment rates, which are used as benchmark. Finally, we replicate the forecasting experiment including as predictors both an indicator of unemployment, based on the degree of agreement in consumer unemployment expectations, and a measure of disagreement based on the dispersion of expectations. In both cases, we obtain an improvement in forecast accuracy in most countries. These results reveal that the degree of agreement in consumers' expectations contains useful information to predict unemployment rates, especially for the detection of turning points.

Cunningham, Cindy M.; Mohr, Robert D. (2019):

Using tools to distinguish general and occupation-specific skills.

In: *Journal for Labour Market Research* 53 (6), 11 S. DOI: 10.1186/s12651-019-0256-1.

Abstract:

Data on tool use from O*Net's Tools and Technologies Supplement can, in conjunction with task-based measures, provide a new proxy for measuring and distinguishing general and specific skills at the occupational level. The tools and types of tools used in an occupation generate reasonable proxies for skill that vary across occupations and appear to capture features of occupations that differ from and complement task-based proxies for skill. Wage regressions indicate that job-specific tools, which correspond to particular occupations, are associated with higher pay. Non-specific tools correlate to lower-paying sales, service and administrative occupations.

Efstathiou, Konstantinos; Mathä, Thomas Y.; Veiga, Cindy; Wintr, Ladislav (2019):

Active labour market policy use in Luxembourg. Evidence from a firm survey.

In: *Journal for Labour Market Research* 53 (12), 17 S. DOI: 10.1186/s12651-019-0262-3.

Abstract:

We analyse the use of active labour market policy (ALMP) measures by Luxembourg firms during the years of economic and financial crisis (2008–2009) and the subsequent European sovereign debt crisis (2010–2013). About 34% of Luxembourg firms used ALMPs between 2008 and 2013. Economy-wide, the use of ALMPs increased along both the extensive margin (more firms) and the intensive margin (more measures per firm). The likelihood that a firm hired with ALMPs is greater for firms that are large, multi-establishment, domestically oriented and firms facing strong demand and competition, with concerns about labour cost pressures.

Fric, Karel (2019):

How does being out at work relate to discrimination and unemployment of gays and lesbians?

In: *Journal for Labour Market Research* 53 (14), 19 S. DOI: 10.1186/s12651-019-0264-1.

Abstract:

This article empirically investigates the relationships in the workplace between homonegativity, the disclosure of sexual orientation, perceived discrimination, the reporting of discriminatory incidents and an individual's employment status. I utilize information reported by gays and lesbians in the EU lesbian, gay, bisexual and transgender (LGBT) survey. The data was analysed using generalised structural equation modelling and the logistic regression model. The results indicate that gays and lesbians conceal their sexual orientation more in hostile workplaces. A higher level of concealment is linked with an increased perception of discrimination and with a lower likelihood of reporting discriminatory incidents. Perceived discrimination and (unlike hypothesised) also concealment of sexual orientation positively relate to the probability of being unemployed. This implies a vicious circle in which hostile attitudes force gay employees to conceal their sexuality which in turn limits their ability to confront discriminatory behaviour.

Galizzi, Monica; Leombruni, Roberto; Pacelli, Lia (2019):

Successful return to work during labor market liberalization. The case of Italian injured workers.

In: *Journal for Labour Market Research* 53 (9), 24 S. DOI: 10.1186/s12651-019-0260-5.

Abstract:

We investigate the long term employment outcomes of Italian injured workers over a time period when the country introduced policy reforms that increased labor market flexibility but reduced job security. Using an employer-employee database matched with injury data, we observe that both before and after the reforms almost one-fourth of injured workers were no longer employed 3 years after their "first" return to work. We note a slight decrease in this share after the reforms (from 24 to 22%) while we find a decline in workers' job security as measured by their probability of re-employment in permanent contracts. We use multinomial logit estimates to study how liberalization reforms were associated with a changing role of individual, firm, and injury characteristics in shaping long-term employment outcomes of injured workers after their recovery period. Heterogeneity analyses show that low wage employees, women, immigrants, and individuals who suffered a more severe injury were penalized more. Pre-injury individual characteristics became stronger predictors of long-term employment than firms' characteristics. In particular, we find that the advantage provided by working in larger firms was significant before the liberalization reforms, but disappeared afterward, while the advantage provided by human capital became more relevant after the liberalization.

Hecht, Veronika; Litzel, Nicole; Schäffler, Johannes (2019):

Unit nonresponse at the firm level. A cross-border analysis using the IAB-ReLOC data.

In: *Journal for Labour Market Research* 53 (2), 18 S. DOI: 10.1186/s12651-018-0251-y.

Abstract:

The labour market effects of foreign direct investments (FDI) are a topic of constant interest. However, research progress is hindered as most datasets applied in research on this topic suffer from selectivity with respect to firm size. To overcome this deficiency a unique dataset that covers the total population of German firms with FDI in the Czech Republic and their Czech affiliates has been created: the IAB-ReLOC data. Based on this dataset, two points of high relevance are addressed in

this paper. First, by presenting the generation process of this unique dataset the paper wants to provide guidance for similar cross-border data compilation projects and for researchers working with the data. Second, new insights on unit nonresponse in a firm-level survey are revealed. Based on multi-level logit models, the influence of firm and interviewer characteristics and of FDI features on survey participation is analysed. The main result is that apart from firm size and interviewer involvement, the response behaviour is related to the distance to the German-Czech border and to the strength of the cross-border relationship. What concerns the two latter characteristics, differences between German and Czech firms are identified.

Krug, Gerhard; Drasch, Katrin; Jungbauer-Gans, Monika (2019):

The social stigma of unemployment. Consequences of stigma consciousness on job search attitudes, behaviour and success.

In: *Journal for Labour Market Research* 53 (11), 27 S. DOI: 10.1186/s12651-019-0261-4.

Abstract:

Studies show that the unemployed face serious disadvantages in the labour market and that the social stigma of unemployment is one explanation. In this paper, we focus on the unemployed's expectations of being stigmatized (stigma consciousness) and the consequences of such negative expectations on job search attitudes and behaviour. Using data from the panel study "Labour Market and Social Security" (PASS), we find that the unemployed with high stigma consciousness suffer from reduced well-being and health. Regarding job search, the stigmatized unemployed are more likely to expect that their chances of re-employment are low, but in contrast, they are more likely to place a high value on becoming re-employed. Instead of becoming discouraged and passive, we find that stigmatized unemployed individuals increase their job search effort compared to other unemployed individuals. However, despite their higher job search effort, the stigma-conscious unemployed do not have better re-employment chances.

Lange, Martin; Pfeiffer, Friedhelm (2019):

The human capital selection of young males seeking asylum in Germany.

In: *Journal for Labour Market Research* 53 (8), 14 S. DOI: 10.1186/s12651-019-0259-y.

Abstract:

This study analyses the selection of a sample of 203 young male asylum seekers from Middle Eastern and African countries that recently arrived in Germany. The findings suggest that, on average, asylum seekers in our sample have 22% more years of schooling—the indicator used for human capital—when compared to same-aged males from their country of origin. In addition, the analysis suggests that asylum seekers in the sample often accumulated rather low or relatively high levels of schooling compared to same-aged males in their countries of origin. This phenomenon is even more pronounced for parental education. It is demonstrated that individual human capital influences short-run integration outcomes in Germany. The paper discusses potential economic explanations for the findings on immigrant selection and integration outcomes.

Lim, Jung-Yon; Lee, Young-Min (2019):

Exit duration and unemployment determinants for Korean graduates.

In: *Journal for Labour Market Research* 53 (5), 14 S. DOI: 10.1186/s12651-019-0255-2.

Abstract:

Purpose

This study aims to resolve Korea's youth unemployment problem by analyzing the exit duration and unemployment determinants for college graduates in Korea. More specifically, it identifies the factors that improve young people's employability by examining the impact of individual and college characteristics, employment preparation behavior, self-esteem, and job-seeking activities during college on reducing unemployment.

Design/methodology/approach

Data from the eighth to 11th Korean Education and Employment Panel surveys are compiled and analyzed. A survival analysis and Cox proportional hazards model are used. Survival analysis is a useful statistical method for data analysis to describe, explain, or predict the occurrence and timing of a particular event.

Findings

College graduates differ in their employment preparation behavior based on their individual and college characteristics. Women focus more on achieving a good grade point average. Men are more active in seeking jobs, with the type of college and major subjects affecting their participation in on-the-job training. Second, the longer a college graduate's unemployment exit duration is, the less likely it becomes that he or she will escape from unemployment. Third, self-esteem is an important factor in increasing the likelihood of escaping from unemployment. Fourth, while job-seeking activities have a positive effect on escaping unemployment, excessive employment preparation behavior has a negative effect.

Originality/value

The paper deals with a serious problematic situation of Korea's youth unemployment. Significant results were identified and several research implications were proposed to make potential contributions for future research on youth unemployment.

Serrano, Joaquín; Gasparini, Leonardo; Marchionni, Mariana; Glüzmann, Pablo (2019):

Economic cycle and deceleration of female labor force participation in Latin America.

In: *Journal for Labour Market Research* 53 (13), 21 S. DOI: 10.1186/s12651-019-0263-2.

Abstract:

We study the behavior of female labor force participation (LFP) over the business cycle by estimating fixed effects models at the country and population-group level, using data from harmonized national household surveys of 18 Latin American countries in the period 1987–2014. We find that female LFP follows a countercyclical pattern—especially in the case of married, with children and vulnerable women—which suggests the existence of an inverse added-worker effect. We argue that this factor may have contributed to the deceleration in female labor supply in Latin America that took place in the 2000s, a decade of unusual high economic growth.

Stockinger, Bastian (2019):

Broadband internet availability and establishments' employment growth in Germany. Evidence from instrumental variables estimations.

In: *Journal for Labour Market Research* 53 (7), 23 S. DOI: 10.1186/s12651-019-0257-0.

Abstract:

This study investigates the effect of broadband internet availability on German establishments' employment growth. The database used is a random sample of business establishments, augmented by the local availability of broadband. The observation period is 2005–2010, when broadband was introduced in rural regions of Western Germany and in large parts of Eastern Germany. For the Western German subsample, technical frictions in broadband rollout are exploited to obtain exogenous variation in broadband availability. The findings indicate a negative (albeit not very robust) employment growth effect of broadband availability for Western German manufacturers, and a robustly positive effect for Western German service establishments, including most knowledge-intensive industries. For Eastern Germany, a similar identification strategy is potentially available, but turns out invalid in this particular setting. An alternative identification approach (a long difference model) indicates positive employment growth effects in both sectors for Eastern Germany. Overall, the findings suggest that broadband expansion has helped create jobs in firms which use broadband intensely.

Verd, Joan Miquel; Barranco, Oriol; Bolívar, Mireia (2019):

Youth unemployment and employment trajectories in Spain during the Great Recession. What are the determinants?

In: *Journal for Labour Market Research* 53 (4), 20 S. DOI: 10.1186/s12651-019-0254-3.

Abstract:

Since the beginning of the recession period in Europe, unemployment has greatly affected the young adult population. In this context, Spain is regarded as an extreme case, due to its exceptionally high youth unemployment rates. This article seeks to identify the determinants that have led certain groups of Spanish young people to suffer labour market trajectories with higher levels of unemployment and instability during the Great Recession than others. To do this, retrospective data from the 2012 Catalan Youth Survey are used. With these data and using cluster analysis, a typology of labour market trajectories is constructed. Next, multinomial logistic regressions are used to identify what individual socio-demographic characteristics and pre-crisis employment experiences are connected to these different typological career paths. Results show that the highly differentiated career paths are associated with different social profiles and differences in the presence of unemployment. Moreover, interesting differences among the most unstable career paths appear. For the most vulnerable social profiles the employment trajectory prior to the crisis seems to point towards the existence of an entrapment in low-skilled jobs that alternate with situations of unemployment. For those with a slightly better position their employment situation after the initiation of the crisis seems to have been impacted by their brief labour market trajectory before the crisis and their resulting work experience gap.

Journal of Diversity in Higher Education (12) 2019

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Editorials

Griffin, Kimberly A. (2019):

Building on our strengths and expanding our impact.

[Editorial]. In: *Journal of Diversity in Higher Education* 12 (1), S. 1–2. DOI: 10.1037/dhe0000110.

Abstract:

Over the past decade, Journal of Diversity in Higher Education (JDHE) has established itself as a timely and important scholarly voice. In 2018, we had over 300 new article submissions and an acceptance rate of approximately 14%. We are proud to report an impact factor of 1.214, which is comparable with other leading higher education journals. The work of the previous editors, associate editors, editorial boards, and reviewers have left JDHE in a strong position to continue our scholarly excellence and expand the ways that the journal advances thinking and informs transformational practice. To reach these goals, there are three specific areas on which I will focus attention: informing practice, visibility, and collective leadership. My vision centers around expanding how JDHE informs educational practice. I will increase the visibility of JDHE, considering how the I will increase the visibility of JDHE, considering how the journal can be a vehicle for getting research into the hands of those who need it most. Finally, I am invested and committed to collective leadership. I am most inspired when I am working in collaboration with others to serve the greater good.

Original Articles

Arellano, Lucy; Vue, Rican (2019):

Transforming campus racial climates. Examining discourses around student experiences of racial violence and institutional (in)action.

In: *Journal of Diversity in Higher Education* 12 (4), S. 351–364. DOI: 10.1037/dhe0000122.

Abstract:

Recent student protests highlight the institutional neglect of students of color and helped to shape a national discourse on racism in higher education. This study uses critical discourse analysis to examine discourses of campus racial climate that surround a student-led speak-out at a university in the Pacific Northwest. Based on analyses of 38 public texts, the findings illustrate how discourses of campus racial climate move along a continuum of racist, nonracist, and antiracist discourse. It further discusses this movement along three dimensions involving the degree to which the voices of students of color are centered, the way racism is understood, and the emphasis on institutional agency and responsibility. We argue that antiracist discourse, which employs a progressive racism-conscious ideology, is necessary for guiding institutional action.

Banks, Joy (2019):

Are we ready. Faculty perceptions of postsecondary students with learning disabilities at a historically Black university.

In: *Journal of Diversity in Higher Education* 12 (4), S. 297–306. DOI: 10.1037/dhe0000100.

Abstract:

Drawing on previous studies, this article examines faculty beliefs, attitudes, and perceptions of students with learning disabilities at a historically Black university. Surveys were distributed to 150 faculty members to explore their understandings of Americans with Disabilities Act, use of accommodations, knowledge of learning disabilities, and perceived willingness to implement instructional accommodations. The faculty members surveyed demonstrated overall positive perceptions in their willingness to personally invest in supporting students with learning disabilities. Faculty members demonstrated neither positive nor negative attitudes regarding the implementation of major accommodations. Results have implications for further research about college context and college persistence for racially/ethnically diverse postsecondary students with learning disabilities and professional development for university faculty members.

Butz, Amanda R.; Spencer, Kimberly; Thayer-Hart, Nancy; Cabrera, Ivan E.; Byars-Winston, Angela (2019):

Mentors' Motivation to Address Race/Ethnicity in Research Mentoring Relationships.

In: *Journal of Diversity in Higher Education* 12 (3), S. 242–254. DOI: 10.1037/dhe0000096.

Abstract:

The purpose of this study was to investigate the motivation of research mentors to address race/ethnicity in their research mentoring relationships, using self-determination theory as a conceptual framework. Mentors from STEM fields primarily in the biological sciences (N = 115) were asked to report their level of motivation and the reasons behind their motivation to address the role of race and ethnicity in their mentoring relationships. Mentors' responses were coded using a qualitative approach, and results were examined by mentors' degree of motivation, previous experience with mentoring trainees from different racial/ethnic groups, and mentor race/ethnicity. Extrinsic motivation and amotivation were the most frequently assigned codes to mentors' responses. Implications of these findings for mentor practices, higher education initiatives, and for diversifying the STEM workforce are discussed.

Caicedo, David A. (2019):

DREAMers and values. An urban and suburban community college comparison.

In: *Journal of Diversity in Higher Education* 12 (4), S. 319–329. DOI: 10.1037/dhe0000097.

Abstract:

Although previous research on the role of postsecondary education in the lives of undocumented youth has offered insight regarding demographics, educational achievement, measures of well-being, and generational trajectories, less is known about these young immigrants' values and beliefs regarding themselves, their relation to others, their futures, and the potential influence of their social surroundings on these values. The intersecting perceptual beliefs between self and higher education were investigated among 7 Deferred Action for Childhood Arrivals (DACA) participants in 2 U.S. community colleges and were hypothesized to reflect two social environments: an urban (New York) and a suburban (New Jersey) setting. As values analysis uncovers principles and goals embedded within narratives, the similarity (shared beliefs) and dissimilarity (unshared beliefs) of being undocumented in these two landscapes were investigated through values. Results revealed that regardless of location, undocumented students held values concerning perseverance and the need to hide their status yet be understood by others. However, depending on location, values either reflected the importance of improving either one's family condition (New York) or one's personal trajectory (New Jersey). Implications are discussed in the context of current U.S. immigration policy and what college administrators and faculty can implement in order to create a more welcoming climate for this vulnerable, yet growing, student population.

Casado Pérez, Javier F. (2019):

Everyday resistance strategies by minoritized faculty.

In: *Journal of Diversity in Higher Education* 12 (2), S. 170–179. DOI: 10.1037/dhe0000090.

Abstract:

This article presents the results of a critical in-depth phenomenological interviewing (CIPi) method conducted with minoritized faculty (N = 6) in the discipline of Counselor Education at predominantly White research-intensive institutions.

The purpose of the investigation was to ascertain strategies used by these faculty when confronting institutional forms of oppression. After conducting a connective and generative analysis of full phenomenological profiles resulting from CIPI, 5 distinct strategies emerged: (a) sustained service, (b) self-love, (c) mentoring as resistance, (d) talking back, and (e) subversive (re)readings. These strategies are viewed through a critical race feminist theoretical lens and discussed in connection to existing literature. Participants' strategies hold unique implications for institutional response to enduring forms of oppression, developments in doctoral training and professional development, and innovative approaches to mentorship programs.

Chee, Christine L.; Shorty, Gerald; Robinson Kurpius, Sharon E. (2019):

Academic stress of Native American undergraduates. The role of ethnic identity, cultural congruity, and self-beliefs.

In: *Journal of Diversity in Higher Education* 12 (1), S. 65–73. DOI: 10.1037/dhe0000094.

Abstract:

Little empirical attention has been given to the academic stress experienced by Native American undergraduates. This study explored the relation of self-beliefs, ethnic identity, and cultural congruity with academic stress among 158 (65 males and 93 females) Native American university undergraduates. Participants completed instruments assessing self-esteem, academic self-efficacy (grade and task), ethnic identity (centrality, public regard, and private regard), cultural congruity, and academic stress. Hierarchical regressions revealed that self-beliefs (specifically task self-efficacy), ethnic identity (particularly public regard), and cultural congruity predicted academic stress, accounting for 23.7% of the variance. Each of these constructs was negatively related to academic stress. These findings are discussed in light of the literature, and ideas for college-based interventions are given.

Cisneros, Jesus (2019):

College as the great liberator. Undocuqueer immigrants' meaning making in and out of higher education.

In: *Journal of Diversity in Higher Education* 12 (1), S. 74–84. DOI: 10.1037/dhe0000075.

Abstract:

The higher education literature has not broadly attended to the ways gender, sexuality, and immigration status, as interconnected systems of oppression, shape undocuqueer immigrants' experiences and perceptions of higher education. This study centers the voices of 31 undocuqueer immigrants via their personal narratives to highlight the ways that gender, sexuality, and immigration status are interrelated within the context of higher education. Three themes were most relevant to participants' meaning-making experiences: survival first, building community in college, and college as the great liberator. Implications for higher education research and practice are discussed.

Druery, Jarrod E.; Brooms, Derrick R. (2019):

"It lit up the campus". Engaging Black males in culturally enriching environments.

In: *Journal of Diversity in Higher Education* 12 (4), S. 330–340. DOI: 10.1037/dhe0000087.

Abstract:

As the presence of Black male-centered programs increase on college campuses around the nation, this study focused on identifying the benefits Black male collegians receive through engagement in these programs. This in-depth, qualitative study explored the experiences of five Black male students in the Black Male Leadership Collective (BMLC), a Black male initiative program at a midsized historically White 4-year institution. In particular, we used Museus' (2014) culturally engaging campus environment model as a conceptual frame to analyze and understand the men's experiences in the BMLC. While providing personal narratives, the students expressed how the BMLC served as a culturally enriching environment and contributed positively to their overall college experience. Students attributed their participation in the BMLC to three critical factors that improved their college tenures: gaining brotherhood through their Black male peer-to-peer bonding (cultural familiarity, collectivist cultural orientations, and cultural community service), being provided with

and enmeshed in a support network (culturally validating environment, humanized educational environment, and holistic support), and enhancing their personal development (culturally relevant knowledge and proactive philosophies). As the student narratives attest, each of these elements, individually and collectively, augmented their engagement on campus and supported their resilience and persistence to graduation. Implications for supporting Black male collegians through similar programs are addressed.

Duran, Antonio (2019):

Queer and of color. A systematic literature review on queer students of color in higher education scholarship.

In: *Journal of Diversity in Higher Education* 12 (4), S. 390–400. DOI: 10.1037/dhe0000084.

Abstract:

Although the scholarship on queer students has started to increase in recent decades, a shortage of literature exists that examines the lives of collegians who identify as both queer and people of color. Queer students of color face increased marginalization as a result of their multiple oppressed identities, warranting further investigation by higher education scholars. This article presents a systematic literature review on studies centering queer collegians of color, synthesizing 68 pieces of scholarship in total. In addition to extracting common themes from the extant literature, this article also describes critical and poststructural theories that have been utilized by higher education researchers to understand the experiences of queer students of color including quare theory, intersectionality, and queer of color critique. Themes from this literature review showcase queer collegians of color and their experiences in coming out, finding sources of support, navigating campus environments, and encountering a lack of resources on campus. This article concludes with potential future directions for this line of inquiry, encouraging scholars to further engage in research alongside queer students of color.

Ford, Karly Sarita; Patterson, Ashley N. (2019):

“Cosmetic diversity”. University websites and the transformation of race categories.

In: *Journal of Diversity in Higher Education* 12 (2), S. 99–114. DOI: 10.1037/dhe0000092.

Abstract:

Universities are under pressure to represent the ethno-racial diversity of their student bodies in the most favorable light via their websites. We analyzed the race/ethnicity tables and figures featured prominently on the websites of 158 colleges and universities. We found 3 practices that institutions undertake to enhance the appearance of diversity on campus: omission, aggregation, and addition of ethno-racial categories. Universities with the lowest levels of student diversity were the most likely to engage in these practices. We understand these practices to be organizational-level racial projects (Omi & Winant, 2015). That is, universities are actively transforming “the content and importance of racial categories” (p. 61).

George Mwangi, Chrystal A.; Changamire, Nyaradzai; Mosselson, Jacqueline (2019):

An intersectional understanding of African international graduate students’ experiences in U.S. higher education.

In: *Journal of Diversity in Higher Education* 12 (1), S. 52–64. DOI: 10.1037/dhe0000076.

Abstract:

The adjustment of African international students in the United States may be different from the experiences of international students from other regions, as African students are considered racial/ethnic minorities in the United States, and, thus, they are exposed to racism, nativism, and other discrimination. This study focuses on the structural systems impacting African international graduate students in the United States and the intercentricity of various forms of opportunities and oppressions impacting their experiences. Findings reveal the following four themes: (1) assumptions made by American peers and faculty, (2) adjustment challenges situated within campus systems, (3) campus internationalization rhetoric, and (4) conflicting worldviews. Even though these themes illustrate how students’ experience negative social positioning and other challenges on their campuses, they also demonstrate students resisting marginalizing experiences.

Glasener, Kristen M.; Martell, Christian A.; Posselt, Julie R. (2019):

Framing diversity. Examining the place of race in institutional policy and practice post-affirmative action.

In: *Journal of Diversity in Higher Education* 12 (1), S. 3–16. DOI: 10.1037/dhe0000086.

Abstract:

The University of Georgia has operated under a voluntary “race-neutral” admission policy for the past 2 decades. Using frame analysis theory, we examine university documents and interview data from 11 campus administrators responsible for diversity efforts to understand how diversity is framed at the institutional and individual levels post-affirmative action. We compare our findings to the broader sociolegal discourses around diversity to present points of convergence and divergence among frames. We find official university framing of diversity has broadened over time to include numerous characteristics, while administrators hold divergent frames depending on their functional area, philosophy, and personal experience. We conclude that divergent frames may reflect and contribute to the challenge of advancing a coherent set of diversity efforts in a post-affirmative action context, where the place of race in institutional policy is muted. As more institutions consider admissions policy devoid of race to avoid protracted legal struggles, it may be especially important for institutions and administrators responsible for diversity efforts to be explicit with one another and with those whom they hire about how they will continue seeking racial equity.

Goldberg, Abbie E.; Kuvalanka, Katherine; Dickey, Lore (2019):

Transgender graduate students’ experiences in higher education. A mixed-methods exploratory study.

In: *Journal of Diversity in Higher Education* 12 (1), S. 38–51. DOI: 10.1037/dhe0000074.

Abstract:

Little research has explored the experiences of transgender or gender-nonconforming (TGNC) students in higher education. Further, only 1 study has included the perspectives of TGNC graduate students (McKinney, 2005), and the experiences of students who identify with nonbinary gender identities (e.g., genderqueer, agender) are scarce in the literature (Nicolazzo, 2016a, 2016b). This study aims to address these gaps. Ninety-one graduate students completed an online survey aimed at understanding the perspectives of TGNC students in higher education. Of these 91 students, 27 (30%) identified as binary trans (e.g., trans man, trans woman) and 64 (70%) identified as nonbinary trans (e.g., genderqueer). Most respondents had concerns about their physical or emotional safety that impacted their gender presentation on campus (e.g., students presented as more masculine or feminine than they would prefer, to avoid negative treatment). Misgendering by peers, faculty, and advisors was a common stressor, the nature and meaning of which differed somewhat for nonbinary and binary identified students. Interactions with faculty advisors were identified as salient contexts for experiencing affirmation versus invalidation of one’s gender identity. Findings highlight the need for institutions of higher education to better anticipate, support, and meet the needs of TGNC graduate students.

Graham-Bailey, Marona; Richardson Cheeks, Bridget L.; Blankenship, Benjamin T.; Stewart, Abigail J.; Chavous, Tabbye M. (2019):

Examining college students’ multiple social identities of gender, race, and socioeconomic status. Implications for intergroup and social justice attitudes.

In: *Journal of Diversity in Higher Education* 12 (4), S. 377–389. DOI: 10.1037/dhe0000098.

Abstract:

The negotiation of multiple social identities (e.g., race, gender, and socioeconomic status) is relevant to emerging adults in their first year of college, with important implications for their social attitudes and subsequent intergroup interactions and behaviors (Arnett, 2000; Jones & Abes, 2013). Social identity scholarship acknowledges that individuals hold multiple social identities simultaneously, but relatively little research examines individuals’ identification with multiple social identities or implications for their social attitudes. The current study used latent class cluster analysis to examine variation in patterns of identity centrality across gender, racial, and social class identities among a diverse college student sample (N = 887) attending a predominantly White university. Five cluster groups were distinguished (all average, all low, all high, high-race/low-SES, and high-gender/low-SES importance). Cluster membership related to participants’ self-identified gender, racial, and social class categories. Cluster groups also varied in social-identity-related attitudes, with the all-high-

importance cluster (high centrality across social identities) showing higher sexism, racism, and classism consciousness scores and more positive intergroup and social justice action attitudes than all-low-importance or all-average-importance clusters, and showing similarities and differences in attitudes compared with those for whom a single identity was most central. Implications of findings for identity theory and supporting identity development in higher education are discussed.

Hakkola, Leah (2019):

Obstacles and pathways. A critical discourse analysis of diversity in college recruiting.

In: *Journal of Diversity in Higher Education* 12 (4), S. 365–376. DOI: 10.1037/dhe0000111.

Abstract:

This article examines how diversity is constructed in college recruiting, with a focus on the ways in which recruiters' interpretations of diversity are conceptualized, practiced, and (mis)aligned with those represented in institutional messaging in higher education. Through the lens of Discourse Theory, this study demonstrates how distinct representations of diversity support or reject particular diversity characteristics. The use of Critical Discourse Analysis illustrates why the positioning of diversity matters in supporting accessible and equitable programming for prospective college students.

Hanasono, Lisa K.; Broido, Ellen M.; Yacobucci, Margaret M.; Root, Karen V.; Peña, Susana; O'Neil, Deborah A. (2019):

Secret service. Revealing gender biases in the visibility and value of faculty service.

In: *Journal of Diversity in Higher Education* 12 (1), S. 85–98. DOI: 10.1037/dhe0000081.

Abstract:

Although the demand for faculty service has increased substantially in recent years, the workload is not shared equitably among tenure-track faculty (Guarino & Borden, 2017; Pyke, 2011). Women faculty tend to spend more time on service activities than men, and they tend to perform important yet less institutionally recognized forms of service like mentoring, committee work, emotional labor, and organizational climate control (Babcock, Recalde, Vesterlund, & Weingart, 2017; Misra, Lundquist, Holmes, & Agiomavritis, 2011). Drawing from the theory of gendered organizations (Acker, 1990), this interview study examined how institutional gender biases impact the visibility and evaluation of faculty service across the tenure-track career trajectory. Our findings reveal how task-oriented forms of service tend to be more visible and valued than relationally oriented service. In addition to addressing a gap in the literature, our study presents practical recommendations to make service more visible, valuable, and equitable across faculty ranks and gender identities.

Hoffman, Garrett D.; Rodriguez, Fernando; Yang, May; Ropers-Huilman, Rebecca (2019):

Assimilation and subversion on campus. A critical discourse analysis of students' experiences of race and institutional resources.

In: *Journal of Diversity in Higher Education* 12 (3), S. 230–241. DOI: 10.1037/dhe0000093.

Abstract:

This article examines how institutional programs and services intended to support students of color are discursively framed and how undergraduate students draw on these discourses to construct narratives of their college experiences. Our qualitative data highlight assimilative and subversive institutional spaces, which support students in challenging or becoming successful within mainstream academic contexts. We argue that both assimilative and subversive support spaces serve important functions for students of color on today's college campuses.

Katz, Jennifer; Grant, Claire; Merrilees, Christine (2019):

Just joking? White college students' responses to different types of racist comments.

In: *Journal of Diversity in Higher Education* 12 (4), S. 341–350. DOI: 10.1037/dhe0000102.

Abstract:

When communicated in a humorous way, racially prejudicial comments may be dismissed as “just jokes.” The current study investigated White undergraduate students’ antiracist responses to different types of prejudicial comments. Participants (N = 252) were randomly assigned to read about a peer who denigrates Black intelligence by either joking or making a nonjoking statement. Compared to those in the statement condition, those in the joking condition reported less negative evaluations of the speaker and less assertive responding. Students’ own symbolic racist attitudes moderated these effects; those who endorsed stronger symbolic racism reported less assertive responding but only in the joking condition. Furthermore, students in the joking condition tended to evaluate the speaker less negatively than did those in the statement condition, leading to less assertive responding to jokes but only for those who endorsed at least moderately high symbolic racism. These results indicate the need for practitioners in higher education to explicitly promote prosocial responses to disparaging racial humor to foster a more inclusive campus climate.

Kutscher, Elisabeth L.; Tuckwiller, Elizabeth D. (2019):

Persistence in higher education for students with disabilities. A mixed systematic review.

In: *Journal of Diversity in Higher Education* 12 (2), S. 136–155. DOI: 10.1037/dhe0000088.

Abstract:

Students with disabilities contribute to the diversity of postsecondary campuses but face many unique challenges in completing their programs of study. The purpose of this systematic review was to develop an understanding of what is known about persistence in and graduation from higher education programs for students with disabilities, focusing specifically on malleable student- and institution-level factors that may influence persistence. This review integrates findings from studies that analyzed qualitative (16 studies) or quantitative (10 studies) sources of data. Quantitative data were converted into odds ratios, to allow for comparison across studies, and common themes were identified across the qualitative data. As a result of the integrated review, 13 facilitators, falling within three major domains (i.e., personal characteristics, academic and social engagement, and accommodations) emerged as potentially related to postsecondary education success. This review provides a starting point for institutions and researchers as they work to advance postsecondary students with disabilities in achieving their academic and future goals.

Linder, Chris (2019):

Power-conscious and intersectional approaches to supporting student activists. Considerations for learning and development.

In: *Journal of Diversity in Higher Education* 12 (1), S. 17–26. DOI: 10.1037/dhe0000082.

Abstract:

Employing a power-conscious, intersectional framework (Crenshaw, 1991; Dill & Zambrana, 2009), I argue educators must understand power, privilege, and oppression to effectively support and guide learning and development among student activists. Students from minoritized groups, including students of Color, women, and lesbian, gay, bisexual, and transgender (LGBT) students, frequently engage in activism because of their experiences with marginalization and face different consequences for their activist engagement than do White, male, cisgender, and heterosexual students. Recommendations for educators striving to support student activists include connecting student activism to student learning and development, developing strategies for managing multiple and conflicting roles on campus, and developing a power-conscious framework for engaging with students.

Marine, Susan B.; Wagner, Rachel; Nicolazzo, Z. (2019):

Student affairs professionals’ roles in advancing gender inclusive housing. Discourses of dominance and resistance.

In: *Journal of Diversity in Higher Education* 12 (3), S. 219–229. DOI: 10.1037/dhe0000103.

Abstract:

Gender inclusive housing (GIH) is a recent policy development designed to enable greater inclusion of students of all genders in residential housing (Garvey, Chang, Nicolazzo, & Jackson, 2018; Taub, Johnson, & Reynolds, 2016). Student affairs practitioners (SAPs) play important roles advocating for improved policies and procedures on campus (Schuh, Jones, & Torres, 2016), fostering inclusion for underrepresented groups (Pope, Reynolds, & Mueller, 2014), and serving as social change agents (Gaston-Gayles, Wolf-Wendel, Tuttle, Twombly, & Ward, 2005). This study used critical narrative analysis to explore the roles and challenges faced by SAPs in the establishment of GIH on their campuses. In their narratives, normative discourses regarding the fear of parental disapproval, the stereotype of the deceptive trans* person, and the primacy of building codes as deterrents for GIH were surfaced. Strategies for resistance, such as providing counterstories that center trans* student experiences, and the costly impact of these normative discourses on the housing experiences of trans* students, were also explored. Recommendations for the advancement of student affairs' roles in advocating for GIH and other critical resistance practices in the age of neoliberal higher education are advanced.

Miller, Ryan A.; Wynn, Richmond D.; Webb, Kristine W. (2019):

“This really interesting juggling act”. How university students manage disability/queer identity disclosure and visibility.

In: *Journal of Diversity in Higher Education* 12 (4), S. 307–318. DOI: 10.1037/dhe0000083.

Abstract:

Prior research related to both LGBTQ identities and disability in education has considered the role of identity management strategies including passing and selective disclosure, though little research has addressed the experiences of queer students with disabilities who manage multiple marginalized identities. This qualitative study analyzes the disclosure processes enacted by 31 LGBTQ students with disabilities at two universities in the southern United States. Themes included students' descriptions of (a) disclosing identities for self/others, (b) disclosing identities indirectly, and (c) passing for privileged identities. Findings suggest implications for higher education institutions and leaders seeking to support queer students with disabilities.

Nuske, Alison; Rillotta, Fiona; Bellon, Michelle; Richdale, Amanda (2019):

Transition to higher education for students with autism. A systematic literature review.

In: *Journal of Diversity in Higher Education* 12 (3), S. 280–295. DOI: 10.1037/dhe0000108.

Abstract:

This study is a systematic literature review of the experiences of individuals with autism spectrum disorder (ASD) and their family members in higher education, with a particular focus on transition. Systematic searches were conducted across six databases: Medline, CINAHL, ProQuest, PsycINFO, Scopus, and Informit. Published articles (n = 11) describing the experiences of transition to higher education, from the perspectives of individuals with ASD and their family members, were reviewed. The bioecological theory model was used as a framework for examining the complex interactions between elements at the individual, microsystem, mesosystem, exosystem, macrosystem, and chronosystem levels, and how they impact on the student's experience of transition to higher education. Findings showed that individuals with ASD experience challenges associated with: core and associated characteristics of ASD, self-disclosure and awareness, and mental health and wellbeing. Family members reported significant challenges associated with systemic policies, which impacted on their ability to support their family member with ASD. It is highlighted that an individual and flexible approach to transition support, and increased academic and professional staff awareness and understanding of ASD, are critical to the transition experience of students with ASD in higher education.

O'Meara, KerryAnn; Griffin, Kimberly A.; Nyunt, Gudrun; Lounder, Andrew (2019):

Disrupting ruling relations. The role of the PROMISE program as a third space.

In: *Journal of Diversity in Higher Education* 12 (3), S. 205–218. DOI: 10.1037/dhe0000095.

Abstract:

Applying the concept of ruling relations—everyday norms, assumptions, logics, and social interactions that structure people’s everyday lives (Smith, 1999)—to STEM underrepresented minority (URM) graduate student experiences provides a unique and important way to understand how inequality can be integrated into the graduate student socialization process. We used an ethnographic case study approach to understand the challenges URM students experience in STEM graduate programs and how an NSF-funded program called PROMISE, created to support the retention and advancement of URM students, countered these ruling relations. We found that students experienced isolation and a lack of community, an environment that stressed individualism and competition, and hierarchical structures in their STEM departments that made them question whether they belonged and could succeed. The PROMISE program opposed these ruling relations by operating as a “third space” for graduate participants, a space that was neither work nor home. This “third space” was experienced as neutral territory where hierarchy was de-emphasized and there was a critical mass of other URM STEM students with whom to find community, affirmation, and support. As a “third space,” the PROMISE program fostered different rules of engagement—community, affirmation, and egalitarianism—which ran counter to participants’ experiences in their home department. The article concludes with recommendations for practice.

Quinton, Wendy J. (2019):

Unwelcome on campus? Predictors of prejudice against international students.

In: *Journal of Diversity in Higher Education* 12 (2), S. 156–169. DOI: 10.1037/dhe0000091.

Abstract:

International students provide many benefits to colleges and universities, but the campus climate they encounter is not always welcoming. The present study used a theoretical framework guided by predictors of prejudice to investigate a key aspect of climate: domestic students’ prejudice against internationals on campus. In a sample (N = 389) of domestic students attending a university with a large international student population, university identity, socialization with internationals, standardized college-admission test scores, and positive stereotypes predicted lower negative attitudes toward internationals (i.e., less prejudice against them). In contrast, negative stereotypes, conservatism, and support for President Trump predicted higher negative attitudes toward internationals. Whites held higher negative attitudes toward internationals than non-Whites. In a simultaneous regression analysis, university identity, standardized college-admission test scores, stereotypes, and Trump support all uniquely predicted negative attitudes toward internationals, suggesting that such attitudes are multiply determined. Moderational analyses revealed that for those most likely to hold negative attitudes toward internationals, greater socialization with internationals was related to lower negative attitudes toward them. Results suggest that colleges and universities may lower prejudice against internationals by boosting university identity and increasing high-quality interaction between international and domestic students.

Raza, Syeda S.; Saravia, Lydia A.; Katsiaficas, Dalal (2019):

Coming out. Examining how undocumented students critically navigate status disclosure processes.

In: *Journal of Diversity in Higher Education* 12 (3), S. 191–204. DOI: 10.1037/dhe0000085.

Abstract:

Undocumented college students are often simultaneously navigating multiple social, financial, educational, and legal barriers. The ways in which they navigate their educational journeys are inherently implicated in how they manage the disclosure of their legal status, but few investigations to date have explicitly examined undocumented students’ disclosure pathways (Muñoz, 2015). This study aims to fill this gap by examining how undocumented college students negotiate the constant decision-making process to share their undocumented status. The research questions were explored utilizing a thematic analysis of 18 in-depth interviews from undocumented students attending a California public university. Our findings demonstrated that the disclosure processes of undocumented students depended on the ways in which they actively negotiated contextual factors, social relationships, and potential risks. Undocumented students in this study shared their status with institutional agents to access resources and with peers in supportive spaces. They also shared their status to educate others about what it means to be undocumented as an act of resistance. Conversely, when choosing not to share their status, undocumented students reported approaching situations with caution and navigating potential responses to disclosure. Understanding the contexts in which undocumented students choose to share or conceal their status has critical implications with respect to institutional and campus-wide policies and practices needed to better support the unique needs of undocumented college students.

Rocconi, Louis M.; Taylor, Aaron N.; Haeger, Heather; Zilvinskis, John D.; Christensen, Chad R. (2019):

Beyond the numbers. An examination of diverse interactions in law school.

In: *Journal of Diversity in Higher Education* 12 (1), S. 27–37. DOI: 10.1037/dhe0000080.

Abstract:

A concerted effort has been devoted to diversifying law schools. However, the focus has been almost exclusively on increasing the structural diversity of the student body rather than increasing diverse interactions. This study investigates the types of activities and experiences in law school that relate with more frequent diverse interactions. Findings illustrate several other factors, in addition to structural diversity, are related with more frequent diverse interactions. These factors include perceptions of a supportive and friendly law school environment, interactions with faculty members, positive relationships with other students, pro bono work, and being a member of a student organization.

Stanley, Christine A.; Watson, Karan L.; Reyes, Jennifer M.; Varela, Kay S. (2019):

Organizational change and the chief diversity officer. A case study of institutionalizing a diversity plan.

In: *Journal of Diversity in Higher Education* 12 (3), S. 255–265. DOI: 10.1037/dhe0000099.

Abstract:

Organizational change around diversity and inclusion does not occur rapidly in higher education. As institutions strive to deliver on their espoused goals, values, and mission to reflect the social and cultural demographics representative of the state, society, and world, many argue the importance of strategic diversity plans. While recruitment and retention initiatives for faculty, staff, and students remain a priority for institutions, it is becoming increasingly evident, particularly for the public good and sustainability, that diversity plans evidence progress and success. The chief diversity officer often leads these organizational change efforts. This paper is a case study of a public research-intensive university's successes and challenges with institutionalization of a diversity plan, including implications for effecting change in the campus organizational culture.

Thelamour, Barbara; George Mwangi, Chrystal; Ezeofor, Ijeoma (2019):

"We need to stick together for survival". Black college students' racial identity, same-ethnic friendships, and campus connectedness.

In: *Journal of Diversity in Higher Education* 12 (3), S. 266–279. DOI: 10.1037/dhe0000104.

Abstract:

Based on evidence that students of color are frequently marginalized on their college campuses, this mixed-methods study examined the relationship between racial identity and campus connectedness in an ethnically diverse sample of Black college students. Further, same-ethnic friendships were tested as a mediator of that relationship. Findings from this sample of African, Caribbean, and Black American college students (N = 345) showed that students with a strong racial identity tend to feel less connected to their college campuses, but that relationship was only significant for Black American students. Students across ethnic backgrounds reported higher feelings of closeness with their same-ethnic peers than those of different ethnicities. However, those same ethnic friendships only mediated the relationship between racial identity and campus connectedness for Black Americans. The interviews supported the statistical analyses: Black students in the sample were more socially connected to those of similar backgrounds than to their campuses overall. These findings suggest that their same-ethnic peers can provide alternative spaces where racial identities are affirmed. This study underscores the need to look at the ethnic diversity in the Black college student population and may offer colleges and universities with insight into how to best support these students.

Tillapaugh, Daniel; Catalano, D. Chase J. (2019):

Structural challenges affecting the experiences of public university LGBT services graduate assistants.

In: *Journal of Diversity in Higher Education* 12 (2), S. 126–135. DOI: 10.1037/dhe0000079.

Abstract:

In this narrative inquiry study, we interviewed 5 graduate assistants who served as the primary point of contact for their public university's lesbian, gay, bisexual, and transgender (LGBT) student services. We were interested in understanding the structural challenges that affected these employees' experiences in their roles. Participants were interviewed 3 times over 1 academic year to better understand their job roles and expectations in-depth. From the data, 1 major theme experienced across the participants was a feeling of being set up to fail within their positions. The participants also discussed 4 subthemes that focused on external structural challenges; these included (a) the institutional geography of the LGBT center; (b) inconsistent supervisor support and content knowledge; (c) lack of formal training and professional development; and (d) limited resources of time and money.

White, Brittany A.; Miles, Joseph R.; Frantell, Keri A.; Muller, Joel T.; Paiko, Lynsay; LeFan, Jarod (2019):

Intergroup dialogue facilitation in psychology training. Building social justice competencies and group work skills.

In: *Journal of Diversity in Higher Education* 12 (2), S. 180–190. DOI: 10.1037/dhe0000089.

Abstract:

Although a growing body of research suggests that participation in intergroup dialogue is associated with a wide variety of positive outcomes, much less research has examined the experiences and outcomes of those who facilitate these dialogues. Therefore, using a modified grounded theory approach, we sought to examine the experiences of 10 doctoral students in counseling psychology who facilitated intergroup dialogue groups as a component of their graduate education under a scientist-practitioner-advocate training model. We were specifically interested in determining if and how this training experience related to their development of multicultural and social justice competencies in group work and beyond. Analysis of interview data revealed the following themes related to the students' experiences facilitating intergroup dialogues: Impactful Prior Experiences, Emotional Engagement, Challenges in Trainee Development, Social Resources, Group Facilitator Development, Critical Consciousness Development, and Positive Outcomes. To help construct meaning from the themes that emerged, we discuss these themes in relation to multicultural and social justice principles and the literature on group theory and practice. Implications for education and training of psychology doctoral students are discussed.

Williams, Michael Steven; Johnson, Jennifer Michelle (2019):

Predicting the quality of Black women collegians' relationships with faculty at a public historically Black university.

In: *Journal of Diversity in Higher Education* 12 (2), S. 115–125. DOI: 10.1037/dhe0000077.

Abstract:

Using data from the National Survey of Student Engagement, multivariate analyses were conducted to examine the impact of effective teaching practices and student–faculty interactions on perceptions of faculty relationship quality for Black women collegians at a public historically Black university. Using a conceptual framework that integrates Tinto's (1993) interactionist theory of college student departure, Astin's (1993) student involvement theory, and Weidman's (1989) undergraduate socialization model, the final regression model explained 56% of the variance in faculty relationship quality. Significant predictors included faculty feedback, course-related conversations outside of class, and discussions around academic performance. We close with implications for policy, praxis, and future investigations.

Original Articles

Anderson, R. Kirk (2019):

Toward Thick Responsiveness. Engaging Identity-Based Student Protest Movements.

In: *Journal of Higher Education, The* 90 (3), S. 402–426. DOI: 10.1080/00221546.2018.1512803.

Abstract:

This article utilizes ethnographic and philosophical methods to consider the ethical dimensions of responding to student activists protesting racial and other forms of social inequality. I consider the case of State University, a public institution that experienced a conflict during the 2015–2016 school year provoked by national conversations about racism as well as in response to local acts of bigotry. I use this case to critique and extend the work of philosophers Bentley and Owen (2007), who argue the civic virtues of responsiveness and endurance should guide deliberations between minoritized communities and those in power. I amend their framework by demonstrating that responsiveness can be either thin or thick. When thin responsiveness occurs, dialogue is prioritized over action and student endurance often turns into exhaustion. Thick responsiveness, in contrast, is characterized by both the validation of student's experiences and reasoning and shifts in institutional power and resources. Thick responsiveness, I argue, allows institutions to address the unequal social relations that drive student protests and foster student belonging and development as democratic citizens.

Bahr, Peter Riley (2019):

The Labor Market Returns to a Community College Education for Noncompleting Students.

In: *Journal of Higher Education, The* 90 (2), S. 210–243. DOI: 10.1080/00221546.2018.1486656.

Abstract:

In this study, I used data from California to estimate the returns to a community college education that does not result in a postsecondary credential. I found strong, positive returns to completed credits in career and technical education (CTE) fields that are closely linked to employment sectors that are not credential-intensive (sectors in which employment often does not require a college degree), such as public safety, skilled blue-collar trade and technical work, and accounting and bookkeeping, among others. In these sectors, students were able to convert the human capital acquired in their coursework into returns that far exceeded the cost of the coursework itself, making some noncompleting educational pathways a rational means of securing earnings gains. This finding is consistent with emerging research on skills-builder students and other segments of the community college student population who exhibit coherent patterns of course taking and enrollment that typically do not result in a postsecondary credential. Further investigations of high-return noncompleting pathways are warranted and could help colleges to target efforts to grow postsecondary completion opportunities for students through short-term certificates programs, while also aiding efforts to communicate to stakeholders the successes that cannot be measured by counting credentials or transfers.

Barringer, Sondra N.; Taylor, Barrett J.; Slaughter, Sheila (2019):

Trustees in Turbulent Times. External Affiliations and Stratification among U.S. Research Universities, 1975–2015.

In: *Journal of Higher Education, The* 90 (6), S. 884–914. DOI: 10.1080/00221546.2019.1574695.

Abstract:

Trustees span the boundaries between universities and their environments, and therefore may connect universities to other organizations. We use social networks and latent profile analyses to chart changes in the affiliations that trustees of AAU member universities maintained with other organizations from 1975 through 2015. Results identify a well-established hierarchy of connectivity across elite universities. We also chart change in profile membership over time. We observe decline in connectivity from 1975 to 1995, followed by a period of resettlement characterized by a steepened hierarchy of affiliations and a growing number of very highly connected boards. Evidence suggests that boards at the top of the connectivity hierarchy differ systematically from those with fewer affiliations. By 2015, very highly connected boards generally oversaw well-resourced private universities. A few public boards were once very highly connected, but this became less common over time. These results suggest important implications for future research on the relationship between governance and institutions' financial positions.

Beauboeuf-Lafontant, Tamara; Erickson, Karla A.; Thomas, Jan E. (2019):

Rethinking Post-Tenure Malaise. An Interactional, Pathways Approach to Understanding the Post-Tenure Period.

In: *Journal of Higher Education, The* 90 (4), S. 644–664. DOI: 10.1080/00221546.2018.1554397.

Abstract:

The decades between tenure and retirement constitute the longest yet least understood period of a faculty member's career. Previous research depicts the midcareer as fraught with reduced job and career satisfaction, lowered productivity, and even stagnation. However, we suggest a reframing of this period. Drawing on data from surveys and interviews of post-tenure faculty at three liberal arts institutions, we reconceptualize the post-tenure as a period of dynamic interplay between an individual's agency and choices and an institution's opportunities and practices of recognition and rewards. We present a post-tenure model of four "pathways" to reflect how faculty vitality is constituted through institutional connection (belonging and fit) and career satisfaction (growth and recognition).

Britton, Tolani (2019):

The Best Laid Plans. Postsecondary Educational Expectations and College Enrollment in Massachusetts.

In: *Journal of Higher Education, The* 90 (6), S. 940–964. DOI: 10.1080/00221546.2019.1590294.

Abstract:

This article explores how college expectations in 8th grade change by 10th grade, and if students realize the expectations for a given level of college from 8th and 10th grade, in light of the "college for all" ethos. This study is based on administrative data from 235,875 public school students in Massachusetts from 2006 to 2016. Using a multinomial logistic regression, I find that students who plan to attend a 4-year college in grades 8 and 10 are 24% more likely to enroll in college and attend a 4-year institution than their peers who did not have such plans. However, students who plan to attend a 2-year college in both 8th and 10th grade are less likely to enroll in any type of college when compared to students who planned to attend a 4-year college and students who were unsure of their college plans. Further, both Black and Latinx students are less likely than their White peers to have college enrollment outcomes that mirror their expectations, after controlling for academic preparation. These results, which update prior research on expectation, have implications for increasing access to college for students who planned to attend college.

Cheng, Albert; Peterson, Paul E. (2019):

Experimental Estimates of Impacts of Cost-Earnings Information on Adult Aspirations for Children's Postsecondary Education.

In: *Journal of Higher Education, The* 90 (3), S. 486–511. DOI: 10.1080/00221546.2018.1493669.

Abstract:

Economic information may close aspiration disparities for postsecondary education across socioeconomic, ethnic, and partisan divides. In 2017, we estimated impacts of information on such disparities by means of a survey experiment administered to a nationally representative sample of 4,214 adults. A baseline group was asked whether they preferred a 4-year degree, a 2-year degree, or no further education for their oldest child younger than the age of 18 years (or the option they would prefer if they had a child younger than 18 years). Before 3 other randomly selected segments of our sample were asked the same question, they were given either information about (a) both net costs and returns, (b) net costs, or (c) returns to a 2-year and 4-year degree. Information about both costs and returns did not reduce socioeconomic-status disparities but did affect ethnic and partisan divides. The findings suggest that reductions in socioeconomic inequalities in educational opportunity require more than simple changes in the dissemination of information aimed at altering economic cost–benefit calculations. Sustained effort that mitigates deeper-seated cultural and social barriers seems necessary.

Creusere, Marlena; Zhao, Hengxia; Bond Huie, Stephanie; Troutman, David R. (2019):

Postsecondary Education Impact on Intergenerational Income Mobility. Differences by Completion Status, Gender, Race/Ethnicity, and Type of Major.

In: *Journal of Higher Education, The* 90 (6), S. 915–939. DOI: 10.1080/00221546.2019.1565882.

Abstract:

This study examined intergenerational mobility among former students of The University of Texas System (n = 98,199) by comparing parental household income while the students were in college to students' income five years after exiting the system. The proportion of students who experienced upward mobility relative to their parents were estimated, using a combination of rank-rank slopes, transition matrices, and logistic regression. The results indicated that parental income and college completion are the most important of the studied factors in determining upward mobility. The majority of completers from the bottom two parental income quintiles displayed upward mobility within a few years of graduation, and among students from the bottom quintile, over half of noncompleters also had higher incomes relative to their parents. Differences in mobility rates on the basis of gender, race/ethnicity, type of major, institution type, and financial aid type were also explored.

Dorenkamp, Isabelle; Ruhle, Sascha (2019):

Work–Life Conflict, Professional Commitment, and Job Satisfaction Among Academics.

In: *Journal of Higher Education, The* 90 (1), S. 56–84. DOI: 10.1080/00221546.2018.1484644.

Abstract:

Based on the job demands-resources model and role conflict theories, we developed and tested hypotheses to elucidate the consequences that work-to-life and life-to-work conflicts have on job satisfaction and how affective, normative, and continuance professional commitment moderate these relationships. Using data collected from German academics, our results confirmed theoretical assumptions that work-to-life conflict and continuance commitment act as stressors that reduce job satisfaction, while affective commitment serves as a resource, as it lowers job satisfaction directly and buffers the negative impact of a work-to-life conflict on job satisfaction. Neither life-to-work conflict nor normative commitment had a direct impact on job satisfaction, but their interaction had a positive effect on job satisfaction. A groupwise analysis of academics with temporary positions and academics with permanent positions revealed that affective commitment was a moderator only in association with work-to-life conflict among temporarily employed academics and that normative and continuance commitment were moderators in association with the life-to-work conflict among permanently employed academics. We discuss the implications of these results for theory and policy.

Evans, Brent J.; Boatman, Angela (2019):

Understanding How Information Affects Loan Aversion. A Randomized Control Trial of Providing Federal Loan Information to High School Seniors.

In: *Journal of Higher Education, The* 90 (5), S. 800–832. DOI: 10.1080/00221546.2019.1574542.

Abstract:

Although the literature offers evidence of students' aversion to borrowing for postsecondary education, it offers no insight into whether such attitudes are mutable. Through a blocked, cluster-randomized controlled trial in six diverse high schools in Louisville, Kentucky, we test whether providing student loan and repayment information affects the borrowing attitudes and perceptions of high school seniors. The information treatment involves watching a short video during class that explains federal student loans and the advantages of income-based repayment, compared with control students receiving general information about reading financial aid award letters. Students' attitudes toward loans are then captured on a survey. Results indicate that information about loans reduces loan aversion, both on our general measure of borrowing attitudes and on our specific measure of borrowing for education—the latter by 5 percentage points, corresponding to a 30% reduction relative to control baseline. We also consider two plausible mechanisms of the treatment effect and provide evidence to suggest that the information intervention improves college enrollment. These results indicate that providing information on income-based repayment options to high school students before they make the college enrollment decision could improve college access to populations who are averse to borrowing.

Gándara, Denisa; Ness, Erik C. (2019):

Ideological Think Tanks and the Politics of College Affordability in the States.

In: *Journal of Higher Education, The* 90 (5), S. 717–743. DOI: 10.1080/00221546.2019.1574696.

Abstract:

Americans are increasingly divided in their views on higher education, often in alignment with their political affiliations. This study examines how perspectives on one of the most pressing issues in higher education, college affordability, differ across political ideologies. For our analysis, we exploit an original dataset of text appearing on conservative and progressive think tanks' official websites. Using these text data, we examine how progressive and conservative think tanks frame the issue of college affordability and how their views are similar and distinct across these ideological coalitions. Our findings reveal differences across coalitions with respect to who is responsible for the lack of college affordability (e.g., governments or higher education institutions) and regarding some proposed policy solutions. The greatest areas of convergence are on stated reasons why college affordability is a problem (i.e., the economic imperative) and on two proposed solutions: increasing financial aid and promoting community college enrollment. In light of emerging evidence of contrasting views on higher education across the ideological spectrum, this study illuminates not only differences but also areas of convergence on the issue of college affordability across coalitions. Thus, findings suggest possible avenues for ideologically neutral approaches to addressing the lack of college affordability.

Garcia, Gina Ann; Ramirez, Jenesi J.; Patrón, Oscar E.; Cristobal, Nik L. (2019):

Constructing an HSI Organizational Identity at Three Hispanic-Serving Institutions in the Midwest. Ideal Versus Current Identity.

In: *Journal of Higher Education, The* 90 (4), S. 513–538. DOI: 10.1080/00221546.2018.1522198.

Abstract:

As the number of Hispanic-Serving Institutions (HSIs; postsecondary institutions that enroll 25% or more Latinx students) in the United States increases annually, so does the need to theorize about what it means to have an HSI organizational identity. Using interview data from a multiple case study of three institutionally diverse HSIs in the Midwest, the purpose of this study was to apply the theoretical notions laid out in the Typology of HSI Organizational Identities about what it means for members to construct an organizational identity for serving Latinx students beyond the HSI federal designation. We utilized the typology to guide this study, seeking to better understand the misalignment between an ideal and currently constructed HSI identity. Findings confirm that the way members make sense of both an ideal HSI identity and a currently enacted identity are connected to outcomes and cultural indicators of what it means to serve Latinx students. Yet the ideal and the current identities do not always align, suggesting an HSI identity is transitional. Moreover, findings suggest that an

HSI identity is likely connected to unique institutional missions and characteristics, which means it will vary across HSIs. Theoretical implications are discussed.

Garvey, Jason C.; Mobley, Steve D.; Summerville, Kiara S.; Moore, Gretchen T. (2019):

Queer and Trans* Students of Color. Navigating Identity Disclosure and College Contexts.

In: *Journal of Higher Education, The* 90 (1), S. 150–178. DOI: 10.1080/00221546.2018.1449081.

Abstract:

The purpose of this study was to explore outness among undergraduate students who identify as queer and trans* people of color (QTPOC). Data for this study originated from The National LGBT Alumni Survey and included 386 QTPOC respondents. We utilized analysis of variance (ANOVA) to explore differences in outness across racial identities for QTPOC students and linear regression to understand the relationship between contextual influences and outness using Abes, Jones, and McEwen's (2007) reconceptualized model of multiple dimensions of identity as a framework. We also analyzed participants' open-ended responses to understand how QTPOC students navigate meaning making across their gender, racial, and sexual identities. The ANOVA was significant for outness, $F(3, 382) = 6.93$, $p < .001$, with a medium effect size ($\eta^2 = .05$). The linear regression analysis explained 44% of the variance in outness among QTPOC student respondents ($p < .001$). Narratives from the open-ended responses offered additional perspectives and further informed how QTPOC students navigated and made meaning of their identity disclosures. Overall, our results emphasize that QTPOC students navigate their racial, gender, and sexual identities in complex manners as they negotiate their levels of outness while in college.

Gilkes Borr, Tamara (2019):

The Strategic Pursuit of Black Homophily on a Predominantly White Campus.

In: *Journal of Higher Education, The* 90 (2), S. 322–346. DOI: 10.1080/00221546.2018.1513305.

Abstract:

The process of Black homophily (finding Black others) is complex. Yet few have researched how and why Black friendships form. For many of the informants at a selective West Coast university, finding Black friends was fraught with obstacles and required strategy. Some manipulated their campus placements and time commitments to access predominantly Black spaces at the expense of cross-racial relationships. Others were less motivated to form Black friendships. Social network research within higher education rarely explores same-race network formation and often struggles to tease out the role of agency versus structure. Through 42 interviews with students and administrators and campus observations over three years, this study sheds light on how and why these relationships form and provides insight into the role of choice in Black homophilous friendship formation.

Harris, Jessica C.; Patton, Lori D. (2019):

Un/Doing Intersectionality through Higher Education Research.

In: *Journal of Higher Education, The* 90 (3), S. 347–372. DOI: 10.1080/00221546.2018.1536936.

Abstract:

Grounded in Black feminist and critical race theories, legal scholar Kimberlé Crenshaw introduced the term "intersectionality" to the academy in 1989 to demonstrate how U.S. structures, such as the legal system, and discourses of resistance, such as feminism and anti-racism, often frame identities as isolated and mutually exclusive, resulting in the "theoretical erasure" of Black women who hold multiple minoritized identities. Since 1989, intersectionality has become a "traveling theory," that has crossed into and influenced almost every academic discipline, including higher education. Through this study, we examined how researchers in higher education do and undo intersectionality and, subsequently, how intersectional analyses may advance a radical social justice agenda in higher education. To explore how scholars un/do intersectionality in higher education, we conducted a summative content analysis of 97 higher education articles that used the term "intersectionality" in some manner. The goal of the study was not to offer a prescriptive way to use intersectionality. In fact, theoretically musing over the precise way in which intersectionality should be done may confine

the concept to an overly academic contemplative exercise and therefore, undo intersectionality. Instead, through this research, we aimed to explore and use intersectionality in a manner that advances a transformative social justice agenda.

Hossler, Don; Chung, Emily; Kwon, Jihye; Lucido, Jerry; Bowman, Nicholas; Bastedo, Michael (2019):

A Study of the Use of Nonacademic Factors in Holistic Undergraduate Admissions Reviews.

In: *Journal of Higher Education, The* 90 (6), S. 833–859. DOI: 10.1080/00221546.2019.1574694.

Abstract:

How colleges make admissions decisions at four-year institutions is facing high levels of scrutiny. Students, families, and policymakers are asking how offices of admissions decide to admit students. Increasing numbers of institutions are becoming test optional and/or using holistic admissions schemes, but little is known about how decisions are made. This exploratory study employs three modes of research to examine the use of nonacademic factors in admissions. The methodological approaches include: a qualitative meta-analysis of empirical and models of classificatory frameworks for assessing nonacademic factors in admissions, 19 qualitative interviews at 10 public and private institutions across a range of selectivity, and the analysis of relevant survey data from over 300 admissions professionals. Results indicate academic factors including grades, test scores, and rigor of courses were the most important considerations for admissions. The second most important were contextual: the use of student, family, and school background characteristics. The final set of factors used were nonacademic; the most commonly used were measures of student performance and attitudinal factors. Institutional selectivity and public or private control also had an impact on the relative importance of these factors.

Kim, Soobin; Klager, Christopher; Schneider, Barbara (2019):

The Effects of Alignment of Educational Expectations and Occupational Aspirations on Labor Market Outcomes. Evidence from NLSY79.

In: *Journal of Higher Education, The* 90 (6), S. 992–1015. DOI: 10.1080/00221546.2019.1615333.

Abstract:

Using data from the National Longitudinal Survey of Youth of 1979, this article examines the relationship between adolescents' educational and occupational expectations, and how they correspond to their subsequent labor market outcomes in adulthood. We show that over-aligned adolescents, those who expect to obtain more education than is necessary for their desired occupation, are predicted to have hourly wages 30% higher than under-aligned adolescents, whose educational expectations are lower than their occupational expectations. The misalignment of educational and occupational expectations is not related to the probability of being employed through individuals' early twenties to late forties. However, over-aligned individuals are predicted to have more prestigious occupations than under-aligned individuals, suggesting that those in the over-aligned group sorted into better jobs over their careers. We also show that the effects of misaligned expectations on labor market outcomes change over the years, indicating that having high and aligned expectations are even more important for labor market outcomes than previously estimated.

Klasik, Daniel; Hutt, Ethan L. (2019):

Bobbing for Bad Apples. Accreditation, Quantitative Performance Measures, and the Identification of Low-Performing Colleges.

In: *Journal of Higher Education, The* 90 (3), S. 427–461. DOI: 10.1080/00221546.2018.1512804.

Abstract:

Recent trends in higher education (rising debt, school closures, increasing tuition) have increased interest in improving accountability and oversight in U.S. higher education beyond current accreditation practices. Common solutions include using quantitative measures like graduation and default rates to benchmark performance. Using historical data on accreditation actions, we compare the performance of a hypothetical quantitative evaluation system to contemporary accreditation standards in identifying low-performing schools. We find first that schools facing accreditation sanctions are, on average, also low performing on the quantitative outcomes we consider. However, if we use this average performance as a benchmark to identify other low-performing schools, then a substantial portion of the higher education sector would

be implicated. These results raise questions about the capacity of a purely quantitative evaluation system to narrowly identify low-performing schools. We conclude with a discussion of the issues concerning data, equity, and other considerations for higher education accountability moving forward.

Kolbe, Tammy; Baker, Bruce D. (2019):

Fiscal Equity and America's Community Colleges.

In: *Journal of Higher Education, The* 90 (1), S. 111–149. DOI: 10.1080/00221546.2018.1442984.

Abstract:

Community colleges play an increasingly important role in the higher education landscape. Yet, what is unclear is whether existing models for funding community colleges are up to the task of preserving, or even expanding, access to postsecondary education, particularly among groups historically underrepresented in higher education. Of particular concern has been whether existing resources are distributed among colleges in a fair and efficient manner. In this article, we use frameworks and policy templates from K-12 education finance to better understand differences in resources available to community colleges nationwide, prior to and after the 2008 recession. Specifically, we evaluate the extent of variation in per pupil spending within states; the extent to which variation is associated with community wealth, a proxy for student need; and whether state appropriations, as a share of total revenue, substantively impact fiscal equity. Taken together, we find substantial differences in spending among community colleges within states; evidence that spending differences may be related to proxies for student need; and that changes in state appropriations impact fiscal equity across community colleges.

Li, Amy Y. (2019):

The Weight of the Metric. Performance Funding and the Retention of Historically Underserved Students.

In: *Journal of Higher Education, The* 90 (6), S. 965–991. DOI: 10.1080/00221546.2019.1602391.

Abstract:

Performance funding policies allocate state appropriations to public institutions based in part on retention and completion outcomes, and equity metrics allocate additional funding for graduating historically underserved students. Through interviews of 52 college administrators and state policymakers, I explore campus responses to performance funding equity metrics at five 4-year institutions with varying missions in Pennsylvania and Ohio. Findings suggest that equity metrics prompted institutions to develop mentoring programs for students of color, increase faculty advising, and create more targeted scholarships for lower-income students. However, the policy led to higher admissions standards at one access-oriented institution, and efforts to recruit more academically qualified students at all institutions, indicative of actions unintended by the policy designers. These actions could lead to increased stratification, where underrepresented students are disproportionately enrolled at less selective colleges. Performance metrics to incentivize the retention of underrepresented students do not appear to fully mitigate institutional attempts to increase selectivity.

Liera, Román; Dowd, Alicia C. (2019):

Faculty Learning at Boundaries to Broker Racial Equity.

In: *Journal of Higher Education, The* 90 (3), S. 462–485. DOI: 10.1080/00221546.2018.1512805.

Abstract:

On many college campuses, faculty are being called on to act as change agents for racial equity. Through narrative inquiry analysis using the theoretical constructs of boundary crossing and boundary objects, this case study examined learning among faculty (n = 12) who attempted to broker structural changes at their universities through participation in action research. The findings illustrate that boundary negotiation across the “silos” of academic departments and administrative offices to promote racial equity involves perspective taking (regarding current norms and discourse) and perspective making (about equity as a legitimate institutional goal). These findings contribute to the literature on faculty agency and

organizational learning for racial equity in higher education by identifying boundary objects as cultural tools that facilitate faculty learning and agency.

Luqiu, Luwei Rose; McCarthy, John D. (2019):

Confucius Institutes. The Successful Stealth “Soft Power” Penetration of American Universities.

In: *Journal of Higher Education, The* 90 (4), S. 620–643. DOI: 10.1080/00221546.2018.1541433.

Abstract:

By 2016, Hanban, a propaganda arm of the Chinese government, had successfully established Confucius Institutes (CIs) at 15% of the largest institutions of higher education, including some of the most prestigious institutions, and in almost every state across the United States. The authors describe in detail the extent of penetration by Hanban and its strategies of cooptation and discuss the public reaction to these “soft power” beachheads. This study employs four sources of evidence to help demonstrate how and why the Chinese “soft power” initiative has been successful in the United States. First, the authors compare 655 of the largest 4-year colleges and universities to assess what kind of universities have been targeted by the Chinese government. Second, we conducted a survey of U.S. directors of CIs to explore their perceptions of their own CI’s public image and the relationship between their U.S. university and its Chinese partner university. Third, the authors analyze 2,733 news stories mentioning CIs gathered from U.S. newspapers during the period from 2004 to 2016 to learn how CIs projected their legitimacy as an integral part of universities across the United States. Finally, the authors analyze 107 CI websites at U.S. universities to help describe their general features and their activity in public outreach. With very positive local media coverage, CIs are active in curriculum and public outreach, and the majority of U.S. directors of CIs are confident about their public image and satisfied with their relationship with Chinese partner universities and Hanban. The authors conclude by speculating about why this Chinese “soft power” initiative has been so successful.

Ma, Shufeng; Herman, Geoffrey L.; West, Matthew; Tomkin, Jonathan; Mestre, Jose (2019):

Studying STEM Faculty Communities of Practice through Social Network Analysis.

In: *Journal of Higher Education, The* 90 (5), S. 773–799. DOI: 10.1080/00221546.2018.1557100.

Abstract:

Stakeholders are increasingly calling for improving instruction in STEM by building environments that enable faculty to sustainably change their teaching practices. This study reports one institutional change effort that effectively facilitated faculty’s adoption of evidence-based instructional practices (EBIP), which is to organize faculty into teaching-focused communities of practice (CoPs). We examined the social interactions of faculty within CoPs and investigated whether faculty in CoPs that were actively adopting EBIP (adopting CoPs) had more frequent conversations and collaborations around teaching with their colleagues than faculty in CoPs that did not adopt EBIP (non-adopting CoPs). A sociometric survey was administered to document 89 faculty members’ social interactions within 22 CoPs. The social networks of the CoPs were compared using the social network measures of density, connectedness, centrality, breadth, and reciprocity. We found that adopting CoPs had higher density and connectedness than non-adopting CoPs while being less centralized. This result suggests that adopting CoPs used distributed leadership and included all members in communications regarding teaching, while non-adopting CoPs heavily relied on a lone hero to implement change, frequently excluding other members. These findings suggest that organizing faculty into CoPs that support regular interaction on teaching-related activities may be an effective strategy for improving STEM instruction.

Mayhew, Matthew J.; Selznick, Benjamin S.; Zhang, Lini; Barnes, Amy C.; Staples, B. Ashley (2019):

Examining Curricular Approaches to Developing Undergraduates’ Innovation Capacities.

In: *Journal of Higher Education, The* 90 (4), S. 563–584. DOI: 10.1080/00221546.2018.1513307.

Abstract:

The purpose of this study was to understand whether and the extent to which undergraduate students’ exposure to and participation in a set of innovation-specific curricular learning interventions promoted innovation capacities—a measurable set of self-perceptions and abilities students can develop to better engage in innovation. Through the use of a longitudinal

design, we examined gains made by students enrolled in a “Leadership and Innovation” course, by students who participated in a theoretically designed, single-session innovation learning experience, and by students not exposed to any direct learning focused on innovation. The results of this study suggest that innovation capacity development was associated with exposure to theoretically designed innovation curricula. These results further emphasize the value of low-cost, short-duration efforts with respect to rapidly expanding curricula associated with developing students into innovators. We discuss these results and offer implications of our findings for future research and practice.

Mokher, Christine G.; Leeds, Daniel M. (2019):

Can a College Readiness Intervention Impact Longer-Term College Success? Evidence from Florida’s Statewide Initiative.

In: *Journal of Higher Education, The* 90 (4), S. 585–619. DOI: 10.1080/00221546.2018.1525986.

Abstract:

In 2011, under the Florida College and Career Readiness Initiative (FCCRI), Florida made college placement testing mandatory for 11th-grade students who had scored in the midrange of its standardized 10th-grade assessment. Those with placement test scores below college-ready were assigned in 12th grade to college readiness and success (CRS courses). We use regression discontinuity analysis at assessment cutoffs and data on all public school students in Florida to examine whether the FCCRI had impacts on longer-term outcomes of postsecondary persistence, transfer, and degree completion two and three years after seamless college enrollment. We find that the statewide policy had no substantive impacts on longer-term college success, which may be attributed to underlying issues with the theory of action and challenges to implementation.

Moses, Michele S.; Maeda, Daryl J.; Paguyo, Christina H. (2019):

Racial Politics, Resentment, and Affirmative Action. Asian Americans as “Model” College Applicants.

In: *Journal of Higher Education, The* 90 (1), S. 1–26. DOI: 10.1080/00221546.2018.1441110.

Abstract:

This article uses philosophical analysis to clarify the arguments and claims about racial discrimination brought forward in the recent legal challenges to affirmative action in higher education admissions. Affirmative action opponents have argued that elite institutions of higher education are using negative action against Asian American applicants, so they can admit other students of color instead by using race-conscious affirmative action. We examined the surrounding controversy, while positing that the portrayal of Asian Americans as a model minority in this debate foment a politics of resentment that divides racial groups. Our analysis centered on how key concepts such as racial discrimination and diversity may be central to this politics of resentment. Given persistent threats to access and equity in higher education, it is important to gain conceptual clarity about the racial politics of anti-affirmative action efforts.

Novais, Janine de; Spencer, George (2019):

Learning Race to Unlearn Racism. The Effects of Ethnic Studies Course-Taking.

In: *Journal of Higher Education, The* 90 (6), S. 860–883. DOI: 10.1080/00221546.2018.1545498.

Abstract:

Over the past two decades, higher education research has built a consensus that engaging with coursework on race is beneficial to students’ socioemotional and cognitive development. Paradoxically, we do not have clarity as to what that means, specifically. Most studies exploring the association between diversity courses and the development of students’ racial understanding examine a variety of dependent variables and consider combinations of outcomes – attitudinal, behavior and cognitive – that, while related, are distinct. This heterogeneity of results is a challenge for institutions of higher education, researchers, and practitioners. This study addresses that challenge by narrowing the scope of inquiry. We focus on Ethnic Studies courses in particular, and on their effect on two distinct types of racial attitudes: students’ understanding of structural racism, and students’ cross-racial empathy. Employing data from the National Longitudinal Survey of Freshmen (NLSF), we address a persistent methodological challenge in the research by employing propensity

score matching to statistically control for self-selection bias. We find that while there is some association between Ethnic Studies course-taking and racial attitudes, the relationship varies across different types of Ethnic Studies courses.

O'Meara, KerryAnn; Lennartz, Courtney Jo; Kuvaeva, Alexandra; Jaeger, Audrey; Misra, Joya (2019):

Department Conditions and Practices Associated with Faculty Workload Satisfaction and Perceptions of Equity.

In: *Journal of Higher Education, The* 90 (5), S. 744–772. DOI: 10.1080/00221546.2019.1584025.

Abstract:

For decades, national surveys have shown faculty report high levels of dissatisfaction with the distribution of labor in their departments, especially women and underrepresented minority faculty. Research suggests this dissatisfaction is warranted, as these groups are often engaged in more service, mentoring, and institutional housekeeping than their peers. Despite the ample work revealing workload inequities and their consequences, few studies have examined the backdrop of conditions and practices within which workload is perceived as more or less fair, especially within departments. Drawing on survey data from 30 academic departments in Maryland, North Carolina, and Massachusetts, we empirically test three propositions about the conditions under which faculty experience their department workloads as equitable. We found departments where faculty reported equitable work conditions and practices (e.g., transparency, clarity, rotations of time-intensive roles) were significantly more likely than departments where faculty did not report these conditions and practices to report satisfaction with workload distribution, and satisfaction with teaching and service activities. Department work practices and conditions had a small or insignificant effect on faculty intent to leave. Interestingly, faculty confidence in the ability to enact these practices and conditions, which we termed action readiness, was not predictive of faculty satisfaction with workload distribution or teaching and service activities. We outline implications for academic leaders seeking to make academic workloads more transparent and equitable, and for future research.

Ozias, Moira; Pasque, Penny (2019):

Critical Geography as Theory and Praxis. The Community–University Imperative for Social Change.

In: *Journal of Higher Education, The* 90 (1), S. 85–110. DOI: 10.1080/00221546.2018.1449082.

Abstract:

University administrators, faculty, and staff must engage in newly fashioned community-university collaborations that better address systemic inequities and injustice during this complex time in U.S. history. Graduate students are tomorrow's higher education leaders with the potential to fund, design, and facilitate curricular and cocurricular opportunities, including community engagement and service-learning initiatives. As such, we analyzed graduate students' text and talk through critical discourse analysis and identified discourses—and pedagogical possibilities—that facilitated more socially just community-university collaborations. What emerged were 3 specific discourses of community-university collaboration that graduate students use: (a) discourses of volunteerism and service, (b) discourses of student outcomes, and (c) discourses of systems of power, where the first 2 discourses confirmed existing literature. Uniquely, some students shifted discourses over time. In addition, the 3rd discourse of systems of power reflected an expressed vision for social justice and included concepts of critical geography. In sum, a critical analysis of space emerged as a useful tool for building and sustaining social justice-oriented talk, understandings, and practices of community-university engagement. The current study advances new understandings about critical geography as a theoretical approach and analytical tool for community-university engagement and service learning.

Park, Julie; Bowman, Nicholas; Denson, Nida; Eagan, Kevin (2019):

Race and Class beyond Enrollment. The Link between Socioeconomic Diversity and Cross-Racial Interaction.

In: *Journal of Higher Education, The* 90 (5), S. 665–689. DOI: 10.1080/00221546.2018.1547032.

Abstract:

Colleges increasingly emphasize the importance of socioeconomic diversity, but little work examines the link between such diversity and outcomes important to the campus climate. Using a national dataset, we test the link between two measures of socioeconomic diversity and cross-racial interaction, an outcome paramount to triggering the benefits of diversity. Findings indicate that there was no direct effect associated with this form of socioeconomic diversity. However, cross-racial interaction was lowest at institutions with lower structural income diversity and lower structural racial diversity. Comparison of predictors between income groups also identify that middle and upper-income Black students have significantly higher rates of cross-racial interaction. Implications for policymakers and educators are discussed.

Perez-Felkner, Lara; Thomas, Kirby; Nix, Samantha; Hopkins, Jordan; D'Sa, Mitchell (2019):

Are 2-Year Colleges the Key? Institutional Variation and the Gender Gap in Undergraduate STEM Degrees.

In: *Journal of Higher Education, The* 90 (2), S. 181–209. DOI: 10.1080/00221546.2018.1486641.

Abstract:

Studies of gender gaps in science, technology, engineering, and mathematics (STEM) higher education have rarely considered 2-year colleges, despite the fact that most enrollees are women. Situated in an interdisciplinary literature on gender and inequality in students' pathways to STEM higher education, this study used Beginning Postsecondary Students:2004/2009 nationally representative panel data on 5,210 undergraduate students. The primary research question posed was: How does initial college type influence the gender gap in STEM undergraduate degrees? First, we describe and illustrate distinct patterns in the degrees earned by men and women who initially enroll in 2-year and 4-year institutions. Leveraging rich control measures, we estimated a series of multivariate logistic regressions to robustly estimate gender gaps in non-STEM, social/behavioral sciences, life sciences, and natural/engineering sciences degree fields. Results from these degree clusters were distinct and underscored the limitations of "STEM" as an umbrella category. College type was more influential on the life sciences and social/behavioral sciences; effects on natural/engineering sciences degrees were experienced primarily by men, especially among baccalaureate degree earners. Gender gaps among life sciences and natural/engineering sciences bachelor's degree earners were wider among initial 2-year students (favoring women and men, respectively). The discussion contextualizes and offers implications from our findings.

Rosen, Harvey S.; Sappington, Alexander J. W. (2019):

The Impact of Endowment Shocks on Payouts.

In: *Journal of Higher Education, The* 90 (5), S. 690–716. DOI: 10.1080/00221546.2019.1621115.

Abstract:

Universities' endowment management practices have come under scrutiny by politicians and commentators who note that universities are tax-exempt, and do not want taxpayers subsidizing institutions only to have them accumulate wealth without advancing the public good. Defenders of university endowment policies argue that, to the contrary, managers do not hoard endowment wealth for its own sake, but rather use endowments to smooth university spending over time. A critical question in this context is how the amounts that universities pay out from their endowments respond to shocks to the values of their endowments. Specifically, if universities reduce payouts in response to negative shocks more than they increase payouts in response to positive shocks, then their behavior is consistent with the notion that endowment managers care more about maintaining the value of their endowments than smoothing expenditures. We investigate this issue using panel data on the payout behavior of over 700 universities during the period 1987 to 2009, and find that payouts are affected symmetrically by positive and negative shocks. While we make no attempt to argue that current payout policies are optimal for universities or for society, our findings do indicate that fears that universities are abusing their tax-exempt status by hoarding their endowments may be misplaced.

Rosinger, Kelly Ochs; Belasco, Andrew S.; Hearn, James C. (2019):

A Boost for the Middle Class. An Evaluation of No-Loan Policies and Elite Private College Enrollment.

In: *Journal of Higher Education, The* 90 (1), S. 27–55. DOI: 10.1080/00221546.2018.1484222.

Abstract:

In response to goals of expanding access as well as public pressure to leverage substantial endowment resources toward increasing affordability, numerous elite colleges have enacted policies aimed at improving access and affordability by replacing student loans with grants in financial aid packages. No-loan policies, however, differ in the extent to which they expand affordability: Some policies offer a universal discount by replacing loans with grants for all aid-eligible students, while others offer narrowly targeted discounts to students based on income, Pell Grant eligibility status, or another means-tested threshold. We leveraged newly available Equality of Opportunity Project Mobility Report Card data and a difference-in-differences design using unweighted and weighted comparison groups to examine the relationship between adoption of universal and targeted no-loan policies and economic diversity at elite colleges. We found that colleges offering universal discounts experienced increased enrollment among middle-class students. Our study indicates universal no-loan policies represent one strategy to increase access and affordability for the middle-class in the elite reaches of higher education. The study also, however, raises questions about the policies' effectiveness in addressing access for low-income students and efficiency in targeting aid.

Saw, Guan Kung (2019):

Remedial Enrollment During the 1st Year of College, Institutional Transfer, and Degree Attainment.

In: *Journal of Higher Education, The* 90 (2), S. 298–321. DOI: 10.1080/00221546.2018.1493668.

Abstract:

This study examined whether remediation enrollment during the 1st year of college influenced individuals' college transfer and attainment and if effects varied by racial and socioeconomic subgroups. Results based on analysis of the National Longitudinal Survey of Youth of 1997 data indicated that for 2-year college students, remediation enrollment in both mathematics and English improved the likelihood of transferring to a 4-year college and earning a bachelor's degree. For 4-year college students, however, enrolling in any postsecondary remediation—only math, only English, or both subjects—during their 1st year in college increased their chances of transferring to a 2-year college in the following years. Enrolling in at least 1 math remedial class (i.e., only math and both subjects) appeared to hinder 4-year college students from graduating on time. Subgroup analyses showed no strong evidence that remediation enrollment played a significant role in increasing or reducing the racial and socioeconomic gaps in college attainment.

Stensaker, Bjørn; Lee, Jenny J.; Rhoades, Gary; Ghosh, Sowmya; Castiello-Gutiérrez, Santiago; Vance, Hillary et al. (2019):

Stratified University Strategies. The Shaping of Institutional Legitimacy in a Global Perspective.

In: *Journal of Higher Education, The* 90 (4), S. 539–562. DOI: 10.1080/00221546.2018.1513306.

Abstract:

Globalizing forces have both transformed the higher education sector and made it increasingly homogenous. Growing similarities among universities have been attributed to isomorphic pressures to ensure and/or enhance legitimacy by imitating higher education institutions that are perceived as successful internationally, particularly universities that are highly ranked globally (Cantwell & Kauppinen, 2014; DiMaggio and Powell, 1983). In this study, we compared the strategic plans of 78 high-ranked, low-ranked, and unranked universities in 33 countries in 9 regions of the world. In analyzing the plans of these 78 universities, the study explored patterns of similarity and difference in universities' strategic positioning according to Suchman's (1995) 3 types of legitimacy: cognitive, pragmatic, and moral. We found evidence of stratified university strategies in a global higher education landscape that varied by institutional status. In offering a corrective to neoinstitutional theory, we suggest that patterns of globalization are mediated by status-based differences in aspirational behavior (Riesman, 1958) and "old institutional" forces (Stinchcombe, 1997) that contribute to differently situated universities pursuing new paths in seeking to build external legitimacy.

Turk, Jonathan M.; González Canché, Manuel S. (2019):

On-Campus Housing's Impact on Degree Completion and Upward Transfer in the Community College Sector. A Comprehensive Quasi-Experimental Analysis.

In: *Journal of Higher Education, The* 90 (2), S. 244–271. DOI: 10.1080/00221546.2018.1487755.

Abstract:

The college student persistence literature has indicated that on-campus housing positively affects student persistence. This evidence, however, has largely been based on the experiences of students at 4-year institutions—not community colleges. This study aimed to address this gap in the literature by comprehensively evaluating the impact of both living at and simply attending a community college that offers on-campus housing options on (a) associate degree completion, (b) transfer to a 4-year institution, and (c) bachelor's degree completion. Drawing data from the Education Longitudinal Study of 2002 and the accompanying Postsecondary Education Transcript Study and using propensity score analysis with doubly robust estimation techniques, we found living in on-campus housing significantly increased the probability of both upward transfer and bachelor's degree completion with no effects on associate degree completion. Despite these findings, we refrain from suggesting that all community colleges use limited financial resources to construct new or additional on-campus housing options, especially when considering the heterogeneity of their student bodies. Rather we recommend that community colleges with on-campus housing strive to identify direct-from-high school students who intend to transfer and incentivize them to live on campus while offering additional opportunities to promote social integration beyond on-campus housing for all students.

Wang, Xueli; Lee, Yen; Wickersham, Kelly (2019):

Exploring the Relationship Between Longitudinal Course-Taking Patterns and In-State Transfer Into STEM Fields of Study.

In: *Journal of Higher Education, The* 90 (2), S. 272–297. DOI: 10.1080/00221546.2018.1488210.

Abstract:

Community colleges have increasingly played a critical role in expanding the pathway to baccalaureate degrees in science, technology, engineering, and mathematics (STEM) fields of study. At the same time, little is known about the course pathways that facilitate transfer into STEM disciplines at 4-year institutions. Adopting the STEM momentum concept, this research explored course-taking patterns that predict transfer into STEM fields of study and the timing of transfer. Employing a combination of longitudinal multidimensional k-means cluster analysis and multinomial logistic regression, the study revealed five clusters of course-taking patterns. Among them, three clusters of course-taking exhibited momentum toward transfer in STEM: one concentrating on courses in general education, one centering around major-specific coursework within and outside of STEM, and one involving the coupling of remedial courses and a broad distribution of courses within and beyond STEM. Furthermore, the first two patterns seemed to generate optimal momentum for middle transfer compared with early or late transfer, whereas the third cluster exhibited momentum for middle transfer and even greater momentum for late transfer. Discussion of the findings in the context of STEM momentum and implications for policy, practice, and research are presented.

Zhang, Yi Leaf; Adamuti-Trache, Maria; Connolly, John (2019):

From Community College Attendants to Baccalaureate Recipients. A Planned Behavior Model for Transfer Students in STEM Fields of Study.

In: *Journal of Higher Education, The* 90 (3), S. 373–401. DOI: 10.1080/00221546.2018.1536935.

Abstract:

Guided by the Theory of Planned Behavior (TPB) (Fishbein & Ajzen, 2010), our study aims to understand how community college transfer students' STEM degree attainment behavior is shaped by their beliefs, intentions, contextual factors and social-demographic characteristics. This study drew upon data from the Education Longitudinal Study of 2002 (ELS: 2002). The sample includes 1,761 students who began postsecondary education at a 2-year institution and attended a 4-year university later in their academic career. We employed structural equation modeling (SEM) to develop a fully specified model of STEM baccalaureate degree attainment for the transfer students. The findings of the study highlight the significant impact of gender, race/ethnicity, and socioeconomic status on STEM degree attainment. Additionally, we distinguished transfer students' intention to pursue a STEM field of study from intention to obtain a bachelor's degree and found both intentions had significant effects on STEM baccalaureate degree attainment. Finally, the study findings show that college variables, such as taking remedial math courses, college GPA, and student loans, have significant effects on STEM degree attainment.

Editorials

Bentley, Peter James; Graham, Carroll (2019):

Letter from the editors.

[Editorial]. In: *Journal of Higher Education Policy and Management* 41 (1), S. 1–2. DOI: 10.1080/1360080X.2019.1559502.

Bentley, Peter James; Graham, Carroll (2019):

Letter from the editors.

[Editorial]. In: *Journal of Higher Education Policy and Management* 41 (3), S. 239–240. DOI: 10.1080/1360080X.2019.1598647.

Bentley, Peter James; Graham, Carroll (2019):

Letter from the editors.

[Editorial]. In: *Journal of Higher Education Policy and Management* 41 (4), S. 359–360. DOI: 10.1080/1360080X.2019.1625143.

Bentley, Peter James; Graham, Carroll (2019):

Letter from the editors.

[Editorial]. In: *Journal of Higher Education Policy and Management* 41 (6), S. 583–584. DOI: 10.1080/1360080X.2019.1670485.

Bentley, Peter James; Graham, Carroll (2019):

Letter from the Editors.

[Review]. In: *Journal of Higher Education Policy and Management* 41 (2), S. 119–120. DOI: 10.1080/1360080X.2019.1575049.

Jackson, Denise; Bridgstock, Ruth (2019):

Letter from the guest editors.

[Editorial]. In: *Journal of Higher Education Policy and Management* 41 (5), S. 449–450. DOI: 10.1080/1360080X.2019.1652403.

Original Articles

Ansah, Francis; Swanzy, Patrick (2019):

Affiliation policy rhetoric and reality in the Ghanaian higher education context.

In: *Journal of Higher Education Policy and Management* 41 (2), S. 204–218. DOI: 10.1080/1360080X.2019.1575176.

Abstract:

The present affiliation policy regime of Ghana's higher education system has existed for more than two decades. However, empirical studies to examine the policy rhetoric and reality with regard to building quality assurance capacity in mentored institutions appear non-existent. This paper is based on an illustrative qualitative case study undertaken to examine the achievements and challenges of implementing the policy to build internal quality assurance capacities in mentored institutions. The study was guided by Institutional Theory using 12 key informant in-depth interviews and document reviews as data collection sources. The findings indicate a minimal achievement of the policy intent on internal quality assurance capacity building due to key implementation challenges such as a tripartite relationship structure; increasing cost on mentored institutions and increasing workload on mentor institutions. The study concludes that the gap between the policy rhetoric and reality in the studied mentored institutions appears undesirable and requires stakeholders' attention.

Azman, Norzaini; Sirat, Morshidi; Pang, Vincent; Lai, Yew Meng; Govindasamy, Anantha Raman; Din, Wardatul Akmam (2019):

Promoting university–industry collaboration in Malaysia. Stakeholders' perspectives on expectations and impediments.

In: *Journal of Higher Education Policy and Management* 41 (1), S. 86–103. DOI: 10.1080/1360080X.2018.1538546.

Abstract:

University–Industry Collaboration (UIC) has been identified as an essential item on Malaysia's agenda for transforming itself into knowledge and innovation-based economy. However, despite the efforts, most initiatives have had limited results. This paper reports on an explorative study that sought to understand the contemporary realities of UIC in the Malaysian context. In particular, the study identified the expectations and impediments to UIC, from the perspectives of three groups of stakeholders – the academics, the industry players and policymakers. The findings reveal a number of barriers, including cultural differences, perceived lack of academic expertise and reputation, an inadequacy of institutional policies and regulations, lack of trust, issues of intellectual property rights, and the lack of an appropriate reward system. This paper concludes by proposing policy recommendations and strategies that could be used by the government, university, and the industry to promote further and foster university–industry collaborative opportunities and initiatives.

Beres, Melanie A.; Treharne, Gareth J.; Stojanov, Zoran (2019):

A whole campus approach to sexual violence. The University of Otago Model.

In: *Journal of Higher Education Policy and Management* 41 (6), S. 646–662. DOI: 10.1080/1360080X.2019.1613298.

Abstract:

Universities across the world have been increasingly focused on responding to campus sexual violence. Developing a response is complex and involves addressing policy, support for those impacted by sexual violence and prevention. This manuscript outlines the structure and development of the University of Otago's whole campus approach to sexual violence that includes staff and students and addresses policy, support and prevention work. Development of this model began in 2016 with the input from academic and general staff alongside students. It included the work of several working parties, a

whole campus meeting about sexual violence, policy development and funding allocation. In 2018 the model has been implemented. The model will be described with a focus on the theoretical evidenced-based approach to the development of the model and the theory of change guiding ongoing evaluation.

Blair, Erik; Briggs, Georgette (2019):

A tribe hidden in plain sight. The ambiguous role of the instructor in a Caribbean university.

In: *Journal of Higher Education Policy and Management* 41 (3), S. 292–305. DOI: 10.1080/1360080X.2019.1596388.

Abstract:

The unbundling of the higher education sector has led to an increase in the number of academic tribes. One such tribe is that of the 'instructor'. This paper examines how instructors at a university in Trinidad and Tobago are conceptualised at the institutional and individual level. Three data sources were examined: a document review of role descriptions as found in job adverts; quantitative self-perception data and qualitative data on perceptions of job roles. Analysis of the data shows that instructors undertake many of the same roles as lecturers but that this is not recognised in institutional documentation. This local analysis finds that instructors form an academic tribe whose activities appear to be hidden in plain sight. Such a position is likely to have managerial and/or policy implications leading to a re-examination of 'teaching-only' positions which may, in turn, result in a move back towards a re-bundled academic identity.

Bridgstock, Ruth; Jackson, Denise (2019):

Strategic institutional approaches to graduate employability. Navigating meanings, measurements and what really matters.

In: *Journal of Higher Education Policy and Management* 41 (5), S. 468–484. DOI: 10.1080/1360080X.2019.1646378.

Abstract:

Despite ongoing efforts by universities, challenges and tensions continue to exist in academic discourse, policy and practice around graduate employability. These factors can militate against the sector's capacity to prepare learners for life and work, because they promote unclear, and sometimes counterproductive and competing, courses of action. This article suggests that higher education institutions' approaches to graduate employability reflect at least three aims. The aims relate to: (i) short-term graduate outcomes; (ii) professional readiness; and (iii) living and working productively and meaningfully across the lifespan. The commitment to each of these aims is often tacit and ill-defined and varies within as well as between institutions, and over time. This article attempts to navigate a productive path through the multiple aims and agendas, along with the definitional and measurement challenges, to identify, workable approaches. It suggests some actionable principles to enhance employability that address the tensions between the three employability aims.

Brown, Jason L.; Healy, Michael; McCredie, Tessa; McIlveen, Peter (2019):

Career services in Australian higher education: aligning the training of practitioners to contemporary practice.

In: *Journal of Higher Education Policy and Management* 41 (5), S. 518–533. DOI: 10.1080/1360080X.2019.1646380.

Abstract:

As university graduates face increasingly changing and challenging labour markets and work environments, universities are prioritising the work of helping students develop their graduate employability. As a result, university Career Services and career development practitioners are subject to changing strategic and operational approaches to the provision of careers and employability learning opportunities at institution-wide scale. In this study, we examine current conceptualisations of careers and employability practice through the analysis of three sources of data: program descriptions of postgraduate career development qualifications, position descriptions for careers and employability jobs advertised in Australia over the past four years, and focus groups with career development practitioners. We evaluate how well existing career development qualifications align with the work of contemporary university career development practitioners, and identify opportunities to continue evolving the profession, to better help our students meet the demands of future life and work.

Burford, James; Uerpaiojkit, Thornchanok; Eppolite, Mary; Vachananda, Tittaphan (2019):

Analysing the national and institutional policy landscape for foreign academics in Thailand. Opportunity, ambivalence and threat.

In: *Journal of Higher Education Policy and Management* 41 (4), S. 416–429. DOI: 10.1080/1360080X.2019.1606881.

Abstract:

While academic expatriation is a longstanding global phenomenon, Thailand has emerged in recent years as an increasingly popular destination for internationally mobile academics. The objective of this article is to identify current policy dispositions towards foreign academics at the national and institutional levels in Thailand. The article finds that within Thai higher education policy discourse, foreign academics are framed in three primary ways: as opportunities, as absent or unimportant, and as threats to Thailand. While foreign academics are often cast as experts who might accelerate the economic development of the nation and enhance the competitiveness of the Thai higher education sector, they may also be presented as threats to Thai culture, values and security. However, the most prevalent disposition found in this study was one of absence and marginality, suggesting a high degree of ambivalence toward foreign academics. The article concludes with implications for future researchers and policymakers to consider.

Cameron, Roslyn; Farivar, Farveh; Coffey, Jane (2019):

International graduates host country employment intentions and outcomes. Evidence from two Australian universities.

In: *Journal of Higher Education Policy and Management* 41 (5), S. 550–568. DOI: 10.1080/1360080X.2019.1646383.

Abstract:

A key attractor for many international students when choosing to study abroad is the prospect of gaining employment in the host country after graduating. From a university's perspective this becomes an important attraction issue for both maintaining and increasing the number of international students as well as improving graduate employability. A survey was utilised to explore employment intentions and outcomes of international graduate alumni from two Australian universities (n = 511 and n = 648). A comparative analysis between the universities has been undertaken in relation to this and rates of unemployment amongst graduates. The study has coined the term Two-step migration intender for international students/graduates and contributes to a gap in the research in relation to international graduate mobility, career intentions and employment outcomes. The findings have strategic implications for the promotion of Australian higher education to overseas markets and can also inform higher education policy and practice in terms of strategies for promoting international graduate employability.

Campbell, Matthew; Cooper, Berni; Rueckert, Caroline; Smith, Judith (2019):

Reimagining student employability. A case study of policy and practice transformation.

In: *Journal of Higher Education Policy and Management* 41 (5), S. 500–517. DOI: 10.1080/1360080X.2019.1646379.

Abstract:

Within Australian higher education, there has been an evolving of employability policy, realised in curriculum, at an intersection of the constructs of employment, work-readiness, life-long learning, and career development. The enactment of employability policy has driven an evolution in the practices of higher education in both curriculum and student support. This paper presents a case study of an Australian university which has reimagined the delivery of career and student support services through a framework that envisions preparing students for future worlds of work. The emergent policy framework has transformed organisational structures, human resources, and connections between student support practices and curriculum design. This transformation has generated new intersections of practice and is challenging institutional constructs of expertise. This case study provides transferrable learnings for broader considerations of higher education policy and practice as employability becomes the core driver of student success, and explores layered discourses of policymaking across an institution.

Croucher, Gwilym; Zhong, Zhou; Moore, Kenneth; Chew, Jonathan; Coates, Hamish (2019):

Higher education student finance between China and Australia. Towards an international political economy analysis.

In: *Journal of Higher Education Policy and Management* 41 (6), S. 585–599. DOI: 10.1080/1360080X.2019.1627066.

Abstract:

This paper analyses the international financing of higher education, an important yet understudied facet of contemporary policy and practice. The paper takes the globally significant China–Australia relationship as a case study. This paper argues that analysing the international political economy of the China–Australia case better illuminates the dynamics of financials flow through situating them in their socio-political context. Through such analysis, the paper makes empirical contributions of relevance to policy and practice. It also contributes more broadly to reframing the design of work in this field by asserting the methodological need for analysing international finance and the conceptual need to take such matters into account.

Divan, Aysha; Knight, Elizabeth; Bennett, Dawn; Bell, Kenton (2019):

Marketing graduate employability. Understanding the tensions between institutional practice and external messaging.

In: *Journal of Higher Education Policy and Management* 41 (5), S. 485–499. DOI: 10.1080/1360080X.2019.1652427.

Abstract:

Do the narratives of employability constructed by higher education institutions for marketing purposes differ from the conceptualisation and/or the realisation of employability within those institutions? The study reported here drew on interviews with 16 senior academic and student support staff who were tasked with developing student employability at one of nine institutions in Australia, Canada and the UK. We employed Holmes' conceptions of employability as possessional, positional or processual to analyse how the interviewees conceptualised employability and the presentation of employability on the institutional websites. We found that most institutions' employability marketing narratives were inconsistent with the institutional practice reported by staff. We explain this tension in the context of two competing characterisations of higher education: a university-student transaction view; and a learning view. We emphasise the need for internal and external narratives to align and advocate the need for engagement in a constructive and critical dialogue involving all stakeholders.

Dollinger, Mollie; Arkoudis, Sophia; Marangell, Samantha (2019):

University alumni mentoring programs. A win-win?

In: *Journal of Higher Education Policy and Management* 41 (4), S. 375–389. DOI: 10.1080/1360080X.2019.1617657.

Abstract:

Alumni-student mentoring programs have become commonplace at many universities, and yet, scholarly research has rarely explored the impact of these programs on participating students and alumni. To address this, we investigated three alumni mentoring programs at a large research-intensive university in Australia. Using a mixed methods approach (a web based survey and interviews), we sought both students' and mentors' perceptions of their alumni mentoring program and how their involvement may have impacted their perceptions of the university (n=197). The findings highlight that alumni mentoring programs provide distinct benefits to both students and alumni and may result in improved university engagement. Our results also indicate new revelations about alumni mentoring programs, including the challenges associated with mentoring postgraduate students and recommended best practice to ensure the success of alumni mentoring programs.

Floyd, Alan; Preston, Diane (2019):

Why do UK academics become Associate Deans and what are their future career plans?

In: *Journal of Higher Education Policy and Management* 41 (4), S. 430–443. DOI: 10.1080/1360080X.2019.1625220.

Abstract:

The role and number of Associate Dean posts in UK universities has grown considerably in recent years. Despite this, relatively little is known about the reasons why individuals take on such roles and how it fits into their career trajectories. The purpose of this article is to explore these issues by drawing on data from the first national study of Associate Deans in the UK. Adopting a two-staged mixed methods approach, data were collected from semi-structured interviews ($n = 15$) and an online survey ($n = 172$). The findings suggest that academics take on the role for a number of reasons such as the challenge of working across the University, making a difference to staff and students, or being asked to take it on by a senior member of staff. It is argued that these Associate Dean roles are part of new and emerging academic career pathways within the higher education sector.

Gralka, Sabine; Wohlrabe, Klaus; Bornmann, Lutz (2019):

How to measure research efficiency in higher education? Research grants vs. publication output.

In: *Journal of Higher Education Policy and Management* 41 (3), S. 322–341. DOI: 10.1080/1360080X.2019.1588492.

Abstract:

An ongoing debate in the literature on the efficiency of higher education institutions concerns the indicator for research output for use in empirical analysis. While several studies have chosen to use the number of publications as this indicator, others rely on the amount of research grants. The present study investigates whether both measures lead to a similar assessment of universities. In addition, the number of publications belonging to the 10% and 1% most frequently cited papers in the corresponding subject category and publication year are evaluated. We show that there is a high correlation of efficiency values between the estimations using these indicators. This correlation is slightly higher when the efficiency values result from a data envelopment analysis than when they are determined with a stochastic frontier analysis. The results of this study provide helpful guidelines for researchers evaluating the efficiency of universities and are valuable for decision-makers in science policy.

He, Ye; Oxendine, Symphony D. (2019):

Leading positive change in higher education through appreciative inquiry. A phenomenological exploration of the strategic planning process.

In: *Journal of Higher Education Policy and Management* 41 (2), S. 219–232. DOI: 10.1080/1360080X.2018.1558720.

Abstract:

This study explored the application and impact of using appreciative inquiry in the strategic planning process at a Canadian institution. Appreciative inquiry is a strength-based organisational development model that can be used to guide an institution's dialogues and actions towards positive change. Applying the appreciative inquiry process in strategic planning challenges the deficit and negative connotations that may be associated with this process. Through phenomenological interviews with seven stakeholders involved in this process, their transformative experiences and the generative impact of the process were explored. Implications for higher education practitioners were also provided.

Hu, Mingyan; Eisenclas, Susana A.; Trevaskes, Sue (2019):

Factors affecting the quality of transnational higher education in China. A qualitative content analysis on Chinese host universities' self-appraisal reports.

In: *Journal of Higher Education Policy and Management* 41 (3), S. 306–321. DOI: 10.1080/1360080X.2019.1591679.

Abstract:

In response to the increasing literature on transnational higher education in host countries, this paper aims to identify prominent factors affecting the quality of transnational higher education in China, as perceived and reported by Chinese host universities. A qualitative data analysis was conducted on 122 self-appraisal reports on transnational higher education programmes submitted to China's Ministry of Education in 2017 by 112 Chinese host universities. The analysis identified and examined relationships between four interrelated factors: low foreign language proficiency among students, shortage

of a sustainable supply of highly qualified teachers, low quality of curriculum design and implementation and deficiencies in institutional regulations. The findings are discussed in the context of the literature, revealing two issues in transnational higher education in China: using local Chinese teachers to teach the imported foreign courses and outsourcing foreign language teaching. The paper concludes with some limitations of the study and implications for future research.

Jackson, Denise; Bridgstock, Ruth (2019):

Evidencing student success and career outcomes among business and creative industries graduates.

In: *Journal of Higher Education Policy and Management* 41 (5), S. 451–467. DOI: 10.1080/1360080X.2019.1646377.

Abstract:

The teaching performance of higher education institutions is increasingly gauged by graduate employment outcomes. Measuring outcomes in full-time employment terms does not capture the complexities of underemployment, the rise of portfolio careers, the constraints of the labour market and graduate motivations for working arrangements that can allow greater flexibility and work-life balance. This study explores the career outcomes of Business and Creative Industries graduates using both traditional measures (full-time employment outcomes) and a suite of broader measures that examine career satisfaction, perceived employability, perceived career success, underemployment, and graduate motivations for seeking new roles. Findings confirm disciplinary differences in graduate experience, and raise some broad concerns about the quality of graduate employment, particularly given the lack of improvement in outcomes over time since course completion. Findings suggest graduates are optimistic about their career futures, despite unmet expectations – particularly on income.

Kisaka, Lynette G.; Jansen, Ellen P.W.A.; Hofman, Adriaan W.H. (2019):

Workforce diversity in Kenyan public universities. An analysis of workforce representativeness and heterogeneity by employee gender and ethnic group.

In: *Journal of Higher Education Policy and Management* 41 (1), S. 35–51. DOI: 10.1080/1360080X.2018.1545523.

Abstract:

Workforce diversity is considered an indicator of successful diversity and equal employment opportunity initiatives. In Kenya, it is a legal requirement for all public establishments to seek to represent the diversity of the population in employment of staff. This study analyses ethnic and gender representativeness and heterogeneity of the workforce in public universities. The results show over-representation of certain ethnic groups and non-compliance with diversity requirements in most universities. Variations between universities with regard to workforce heterogeneity are not statistically significant. However, the link between workforce heterogeneity and degree of urbanisation of university location is statistically significant. The conclusion is that compliance with legal requirements does not necessarily translate into representativeness and heterogeneity of the workforce. A shift from legal compliance to planned increase in numbers of under-represented gender and ethnic groups through diversity initiatives that identify and address barriers to equal employment and discriminatory employment practices is recommended.

Kohtamäki, Vuokko (2019):

Academic leadership and university reform-guided management changes in Finland.

In: *Journal of Higher Education Policy and Management* 41 (1), S. 70–85. DOI: 10.1080/1360080X.2018.1553499.

Abstract:

This article uses resource-dependence theory to analyse how academic mid-level leaders in Finnish universities respond to their changing post-reform management environments. The 2010 university reform and subsequent university-specific management reforms have created new positions and roles for academic leaders. By identifying critical resources, academic leaders recognise essential uncertainties and dependencies and design actions to ensure the continuity of their units' academic functions. Mid-level academic leaders perceive internal and external uncertainties requiring different actions, reflecting their dual status and role. They use their new powers and respect academic values, while promoting their new management roles and competitive behaviour in academic functions. Academic leaders are intra-organisationally

influential resource-dependent players. From the viewpoint of university reform implementation, therefore, it is important to know what they emphasise in their leadership role.

Le, Tri D.; Dobeles, Angela R.; Robinson, Linda J. (2019):

Information sought by prospective students from social media electronic word-of-mouth during the university choice process.

In: *Journal of Higher Education Policy and Management* 41 (1), S. 18–34. DOI: 10.1080/1360080X.2018.1538595.

Abstract:

Universities are increasingly utilising social media for student recruitment, the most highly used channel for prospective students. However, research on information gathering and electronic word-of-mouth (eWOM)-seeking behaviours on social media is generally absent. This paper explores the information sought by prospective students on social media, by analysing data from actual conversations on Quora, a social media question-and-answer site. Content analysis of 865 questions was conducted to examine the information regarding the factors students seek when selecting a university. The findings report information requirements on five major dimensions, namely reputation, career prospect, learning and teaching, administration and student life. This paper contributes to higher education literature by revealing the university information search factors students most commonly seek on social media, utilising a unique data source derived from actual online questions. Through understanding the eWOM-seeking behaviours of prospective students, universities can more accurately target their social media content.

Lee, Jack T.; Kuzhabekova, Aliya (2019):

Building local research capacity in higher education: a conceptual model.

In: *Journal of Higher Education Policy and Management* 41 (3), S. 342–357. DOI: 10.1080/1360080X.2019.1596867.

Abstract:

Building local research capacity is an enduring challenge that confronts many higher education systems particularly when aspirations for a knowledge economy dominate policymaking. While research capacity has received tremendous attention among international development agencies and scholars, the discourse is largely oriented towards infrastructure, skills training and best practices. This study interrogates the concept of local research capacity building as a dynamic process. By contrasting the policy rhetoric with the lived experiences of academics based in Kazakhstan, we propose a conceptual model to illustrate the diverse levels of research capacity building: resources, locality, relevance, human capital and culture. This study examines research capacity building in the context of the internationalisation of higher education as researchers become increasingly mobile. We argue that investing in infrastructure and human capital are insufficient for capacity building. Rather, sustainable capacity building requires research that is relevant to the local context and a cultural environment that can nurture a vibrant research community.

Liu, Shuiyun; Cai, Liangliang; Zhao, Xia (2019):

The role of mass media in education policies. A Chinese case study.

In: *Journal of Higher Education Policy and Management* 41 (2), S. 186–203. DOI: 10.1080/1360080X.2018.1554548.

Abstract:

The role of mass media in education policy processes is increasingly complex, but research on its contribution is far from adequate. This study uses the higher education quality assurance policies issued in China at the beginning of this century to explore the roles played by mass media in the creation and implementation of education policies. Mass media's current influence on Chinese education policies mainly includes promoting policy agenda setting, enhancing policy legitimacy and monitoring the process of policy implementation. However, its role in constructing a platform for public discussion and improving policy design needs to be strengthened.

Loomes, Susan; Owens, Alison; McCarthy, Grace (2019):

Patterns of recruitment of academic leaders to Australian universities and implications for the future of higher education.

In: *Journal of Higher Education Policy and Management* 41 (2), S. 137–152. DOI: 10.1080/1360080X.2019.1565296.

Abstract:

This paper reports on research conducted to understand key factors impacting the recruitment and selection of senior academic leaders in Australian universities. A key finding emerging from this research was an increasing reliance on executive search firms when recruiting senior academic leaders. This reliance is driven by a range of factors including an ageing and contracting pool of potential academic leaders, growing competition domestically and internationally and the declining attractiveness of academia as a sustainable career in the context of increased casualisation of the academic workforce. Concurrently, workforce planning and succession planning have not been a high priority for many universities. As a result, Australian universities are finding it increasingly difficult to recruit senior academic leaders without the use of executive search firms. These findings have significant implications for the higher education sector in Australia and warrant further research.

Luckman, Michael; Harvey, Andrew (2019):

The financial and educational outcomes of Bachelor degree non-completers.

In: *Journal of Higher Education Policy and Management* 41 (1), S. 3–17. DOI: 10.1080/1360080X.2018.1553106.

Abstract:

Student attrition is an area of constant concern for higher education managers and policymakers alike, yet little is known of the outcomes of those who depart higher education prematurely. We examine the educational and financial outcomes of students who start, but do not complete, a Bachelor-level course using data from the Australian Bureau of Statistics. We find that the number of non-completers is remarkably high, but also that the majority of Bachelor non-completers have completed some other form of tertiary-level qualification. Consistent with other research, we also find that Bachelor non-completers report higher incomes than those who have not attempted a Bachelor degree. The results suggest that the current sectoral focus on preventing student attrition is limited. Further strategies are required to re-engage students who have withdrawn from higher education and to understand the trajectories of partial completers and the impacts of partial completion.

Macfarlane, Bruce; Burg, Damon (2019):

Women professors and the academic housework trap.

In: *Journal of Higher Education Policy and Management* 41 (3), S. 262–274. DOI: 10.1080/1360080X.2019.1589682.

Abstract:

Women constitute just over one fifth of full professors in UK higher education and whilst work has emerged in recent years on professors as leaders, there has been comparatively little research about how this under-represented cadre define and practise their role as intellectual leaders. This paper seeks to analyse how women see their role as full professors through autobiographical accounts of their intellectual and career histories via interviews with women professors, and a small comparison group of male professors. A range of freedoms and responsibilities connected with the professorial role are identified along with personal qualities considered central to success. Both female and male professors understand their role principally in terms of research leadership, but women are more likely to emphasise the importance of academic citizenship, especially mentoring, compared to their male counterparts, an obligation that weighs especially heavily on women working in science, technology, engineering and mathematics areas. While these findings are indicative of the continuing effect of so-called 'academic housework' in holding back the academic careers of women, they are also a positive indicator of a commitment to an all-round role as an intellectual leader.

McNaughtan, Jon; Louis, Sarah; García, Hugo A.; McNaughtan, Elisabeth D. (2019):

An institutional North Star. The role of values in presidential communication and decision-making.

In: *Journal of Higher Education Policy and Management* 41 (2), S. 153–171. DOI: 10.1080/1360080X.2019.1568848.

Abstract:

Mission statements have been a staple of higher education institutions for decades, but little is known of how they are used as a tool for institutional decision-making. Using three distinct data sources, this study relies on framing theory to analyse the perceptions of university presidents in the United States on the role of mission statements in deciding when and how to communicate. Further, we compare the espoused values of university mission statements to the statements university presidents made following the 2016 US presidential election. Findings indicate presidents view mission statements as central to their decision to communicate and our analysis reveals some congruence between mission statements and public statements.

Meriläinen, Matti; Käyhkö, Katinka; Köiv, Kristi; Sinkkonen, Hanna-Maija (2019):

Academic bullying among faculty personnel in Estonia and Finland.

In: *Journal of Higher Education Policy and Management* 41 (3), S. 241–261. DOI: 10.1080/1360080X.2019.1591678.

Abstract:

This comparative study focuses on the prevalence, nature, and manifestations of experienced bullying among faculty personnel, that is, both academic and management staff of universities in Estonia and Finland. A total of 1,191 respondents from Estonia (n = 864) and Finland (n = 327) responded to identical questionnaires. The results show that 27 per cent of respondents in Estonia and 18 per cent in Finland had experienced bullying within six months prior to the study. In Estonia bullying is most commonly straightforward and may include insulting an individual in the presence of colleagues, while in Finland people typically get indirectly slandered behind their back. In Estonia, work-related threats of blame, violence, humiliation and ridicule are typical, whereas it is more ordinary to make negative work-related remarks in Finland. The dissimilar factor models and the categories based on open-ended answers also confirm the presupposition of academic bullying as a culture-related phenomenon.

Miller, Julia (2019):

Where does the time go? An academic workload case study at an Australian university.

In: *Journal of Higher Education Policy and Management* 41 (6), S. 633–645. DOI: 10.1080/1360080X.2019.1635328.

Abstract:

Many universities divide their academic workloads according to a model of 40 per cent teaching, 40 per cent research, and 20 per cent administration and service. Increasing demands on academic time, however, make this balance hard to achieve, since teaching and administration frequently impinge on research time. Moreover, regular academic activities may not fit into the workloaded time available. This paper presents evidence from a 3 month case study of a single academic in an Arts department at a research-intensive Australian university who has a 40:40:20 workload and is encouraged to publish an average of two high quality journal articles a year. Based on the study's findings, a more realistic workload model would be 40 per cent teaching, 25 per cent research and 35 per cent administration, with an adjustment in the amount of quality research outputs expected. A new model should also balance face-to-face teaching time with teaching-related activities.

Mullen, Emma; Alexander, Jill; Coates, Nigel (2019):

'Think about what our industry stands for...'. Exploring the impact of external factors on line manager perceptions of graduate employability.

In: *Journal of Higher Education Policy and Management* 41 (5), S. 569–581. DOI: 10.1080/1360080X.2019.1646381.

Abstract:

Increasing emphasis is being placed upon employer expectations in research on graduate employability, in response to the widely claimed gap between employer expectations and graduates' understanding of these expectations. For graduates, being uncertain of their employer's expectations may threaten the ease of their transition into the workplace and their job satisfaction, even leading to issues around graduate retention for employers. External influences on the graduate labour market such as differences in industry/sector level expectations and economic/political factors, can pose further complications. This paper presents a cross-industry analysis of employer expectations of graduates, drawing from four selected case study vignettes aimed at uncovering insights into these variances. Findings offer implications for policy makers and higher education providers around the design and delivery of a curriculum that appropriately prepares students for the graduate labour market, whilst also catering for industry-level expectations particularly in light of the UK's forthcoming departure from the EU.

Neri, Selina; Wilkins, Stephen (2019):

Talent management in transnational higher education. Strategies for managing academic staff at international branch campuses.

In: *Journal of Higher Education Policy and Management* 41 (1), S. 52–69. DOI: 10.1080/1360080X.2018.1522713.

Abstract:

The study investigates the practices of academic staff talent management at international branch campuses, with the aim of identifying a range of practical strategies that may address the unique challenges of managing talent in campuses located far away from the home country. These strategies are intended to improve service quality and add value to institution profiles. Based on an online questionnaire, ad hoc email correspondence and publicly available information, five case studies are presented. Talent management emerges as a key strategic area, directly managed at dean/president level. Referrals and online portals are commonly utilised as channels to attract talent, and the need to sometimes uplift local packages to recruit and retain talent is recognised. It is concluded that the development of academic staff should be viewed as an investment, and the availability of research funding and teaching awards on campus may be used to attract, develop and retain talent.

Page, Susan; Trudgett, Michelle; Bodkin-Andrews, Gawaian (2019):

Tactics or strategies? Exploring everyday conditions to facilitate implementation of an Indigenous graduate attributes project.

In: *Journal of Higher Education Policy and Management* 41 (4), S. 390–403. DOI: 10.1080/1360080X.2019.1609390.

Abstract:

In 2017 Universities Australia (UA), the peak body representing Australian universities released its Indigenous Strategy 2017–2020. The document unites universities together in common goals for Indigenous achievement, filling a notable gap in the Australian higher education landscape. The Strategy outlines a comprehensive plan for enhanced Indigenous outcomes in critical areas of higher education including student access and success, graduate research, and community engagement. This paper focuses on the implementation of Indigenous curriculum for all Australian university graduates which is a key aspect of the Strategy. The changing Indigenous higher education landscape invites the nuanced analysis that critical examination of universities, as organisations, might elicit. Drawing on de Certeau's notion of tactics and strategies, the paper examines the policy and cultural climate of an Australian university which supports an Indigenous Graduate Attribute curriculum project.

Paull, Megan; Lloyd, Natalie; Male, Sally A.; Clerke, Teena (2019):

Engineering work integrated learning placements. The influence of capitals on students' access.

In: *Journal of Higher Education Policy and Management* 41 (5), S. 534–549. DOI: 10.1080/1360080X.2019.1646382.

Abstract:

Work Integrated Learning (WIL) is embraced in Australian higher education (HE) and is a feature of most Australian HE 'entry to profession' engineering education programs accredited by Engineers Australia. Accreditation guidelines articulate the need for curriculum-integrated engagement with professional practice (EPP) and encourage EPP in a separate workplace environment, e.g. WIL. This article reports on the analysis of semi-structured interviews with staff and student engineers from four Australian HE institutions with mandatory engineering WIL. Framed by a Bourdieusian theoretical perspective, the influence of capitals on student access to engineering WIL placements was investigated. The research found that students' capitals influenced access to engineering WIL placements. Policy and educational practice recommendations are made.

Pham, Huong Thi (2019):

Limited legitimacy among academics of centrally driven approaches to internal quality assurance in Vietnam.

In: *Journal of Higher Education Policy and Management* 41 (2), S. 172–185. DOI: 10.1080/1360080X.2019.1565298.

Abstract:

For more than 15 years, Vietnam has worked to develop a quality assurance (QA) system as part of its effort to reform higher education. The government's effort seeks to respond to widespread criticism over the quality of training in higher education. The appropriation of western QA mechanisms and the effectiveness of the QA system as it has been implemented, however, is still viewed with scepticism. This paper reports on a study of academics and QA practitioners' perceptions of quality assurance. Documentation and in-depth interviews were used in the study. The findings show that QA remains a new concept in the country, which appears to have promoted a compliance-driven approach to mandated policies rather than a system that promotes academics' engagement in continuous improvement. Moreover, the appropriated mechanism may be seen as contradictory to the values respected by academics and rooted in a Confucian society.

Sbaffi, Laura; Bennett, John (2019):

Postgraduate students' experience of a jointly-taught, distance learning degree. The example of a Russell Group university.

In: *Journal of Higher Education Policy and Management* 41 (6), S. 600–618. DOI: 10.1080/1360080X.2019.1637612.

Abstract:

This paper reports the results of a primary data collection exercise conducted with postgraduate students enrolled at a large Russell Group university in the UK. The aim of this study was to gain insights of students' experience of a jointly-taught, distance learning, part-time postgraduate programme. A mixed-methods approach involving an online survey and semi-structured interviews was adopted. The results show that students concentrated their perceptions on three main areas: the academic content of the programme, seen as current, interesting and relevant to their professional lives; delivery processes, including the advantages of the flexibility and tailored approach and the disadvantages of being exposed to different teaching styles and lack of face to face interaction; the administrative and practical aspects, accounting for the majority of complaints due to the discrepancies across the two schools responsible for the delivery of the programme. Differences in experience emerged depending on gender and year of enrolment.

Schmaling, Karen B.; Baker, Dana Lee; Blume, Arthur W.; Trevino, Amira Y. (2019):

Applicant responses to diversity selection criteria in academic staff position descriptions.

In: *Journal of Higher Education Policy and Management* 41 (2), S. 121–136. DOI: 10.1080/1360080X.2018.1542547.

Abstract:

Diversifying the academic staff may improve access and participation for underrepresented students; a policy of diversity selection criteria in academic staff position descriptions may advance this goal. This study examined applications to

academic staff positions with diversity selection criteria to characterise applicants' responses to such criteria, and the diversity of applicant pools. The 454 applications to 11 research and teaching academic staff positions at a public research university in the United States were coded for references to 9 dimensions of diversity, but nearly 25% of applications contained no such references and were unresponsive to the selection criteria. Ethnicity was mentioned most frequently, followed by references to nonspecific forms of diversity. There were disciplinary differences in references to diversity, and self-disclosures of diversity were rare. These results add to previous work regarding the effectiveness of policies of diversity criteria in academic staff position descriptions and are discussed in terms of suggestions for the search process.

Shams, Farshid (2019):

Managing academic identity tensions in a Canadian public university. The role of identity work in coping with managerialism.

In: *Journal of Higher Education Policy and Management* 41 (6), S. 619–632. DOI: 10.1080/1360080X.2019.1643960.

Abstract:

Research shows that the ascendancy of managerialism in the higher education sector and its fundamental contradictions with the professional values has placed misaligning identity claims upon academics. However, the identity tension that arises from the misfit between the professional ethos and the organisations' market-driven requirements, and the ways in which academics cope with it has received insufficient attention. In this article, grounded on a conception of identity that describes it as in-progress narratives available to people, I analyse the routine work of academics in a Canadian public university. The results reveal that they reflexively and situationally construct different versions of their professional selves to minimise the tensions between the co-existing yet contradictory identity claims. In so doing, I found that the academics undertake two discursive strategies of embracing and distancing. I explain how these 'identity work' mechanisms help to strike a balance between the two contradictory discourses and suggest some directions for future research.

Tang, Chia Wei (2019):

To be a first-class department in a first-class university. Perceived effects of a world-class initiative in two departments in a Taiwanese university.

In: *Journal of Higher Education Policy and Management* 41 (3), S. 275–291. DOI: 10.1080/1360080X.2019.1589661.

Abstract:

This study aimed to investigate and compare the impact of pursuing top university status on the management and academic practices of two departments in a top-ranked institution in Taiwan. Qualitative interviews, official policy documents, website resources and relevant documents were the main sources of empirical data. Interview data were collected from 10 interviewees, the department heads and four full-time academics in both departments. This study found that departments and academics were required to plan and work in accordance with the university's overall development plan and the two departments played different roles in contributing to various aspects of the university managers' idea of what a world-class university is. This should be understood within the unique and complex academic tribes of different subject fields and the deeply rooted dimensions of Chinese culture in Taiwan.

Wald, Navé; Harland, Tony (2019):

Graduate attributes frameworks or powerful knowledge?

In: *Journal of Higher Education Policy and Management* 41 (4), S. 361–374. DOI: 10.1080/1360080X.2019.1613310.

Abstract:

In this article, we examine graduate attributes as a conceptual framework. We theorise these are rooted in the neoliberalisation of the university and the increasing importance of employability as a marker for quality university teaching. Graduate attributes vary across institutions but often include 'foundational' as well as 'non-foundational' objectives, such as 'global perspective'. Our theorisation sheds light on how they are operationalised through graduate attributes frameworks, maintaining these are difficult to implement because of a lack of shared understanding of the components and concerns about academic freedom. We argue graduate attributes frameworks should be abandoned and

replaced with 'powerful knowledge', which more adequately structures the knowledge, skills and attributes universities can confidently equip their graduates with. Powerful knowledge provides an outcome that serves the individual learner, employers, universities and society more broadly.

Williams, Peter (2019):

Does competency-based education with blockchain signal a new mission for universities?

In: *Journal of Higher Education Policy and Management* 41 (1), S. 104–117. DOI: 10.1080/1360080X.2018.1520491.

Abstract:

New technologies and the knowledge economy are destabilising graduate professions, with artificial intelligence and the analysis of 'big data' making significant impacts on formerly secure jobs. Blockchain technology, offering automated secure credentialling of undergraduate students' activities and achievements, may significantly erode existing systems of assessment. The challenge for universities will be not only to maintain the relevance of their curricula but also to manage erosion of their current near-monopoly in awarding degrees. This paper envisions a landscape in which universities must outsource parts of their course delivery and assessment in order to remain competitive. It examines a potentially sustainable mission strategy: to move away from narrow academic disciplines towards an authentic learning curriculum focusing on the development of students as whole persons with rounded educations. This paper examines implications for the academy of the convergence of artificial intelligence, data analytics and blockchain technology.

Williams, Ross (2019):

National higher education policy and the development of generic skills.

In: *Journal of Higher Education Policy and Management* 41 (4), S. 404–415. DOI: 10.1080/1360080X.2019.1606690.

Abstract:

This article explores the contribution of higher education to the development of numeracy and literacy competencies. To control for other post-schooling determinants of generic skills, the analysis is confined to adults aged 20–24 years who have completed or who are enrolled in tertiary studies. The quality of incoming students is controlled for by estimating the average PISA score attributable to this cohort using a truncated distribution approach. Average tertiary competencies are obtained for 31 countries from the OECD's Programme for the Assessment of Adult Competencies (PIAAC). The empirical findings are that the PISA scores account for most (70 per cent) of the international variation in PIAAC scores. Government expenditure on higher education is found to exert a small positive effect on PIAAC scores, at least for numeracy. The level of national research activity, as measured by research publications, has a small negative effect on PIAAC scores.

Reviews

Hughes, Mark (2019):

Enfield voices: the birth of the people's universities by Tony Crilly and Tom Bournier, CreateSpace Independent Publishing Platform, 2018, ISBN: 9781717559715.

[Review]. In: *Journal of Higher Education Policy and Management* 41 (2), S. 233–234. DOI: 10.1080/1360080X.2019.1572054.

Moodie, Gavin (2019):

Skills for human development: transforming vocational education and training by Lesley Powell and Simon McGarth, Milton Park, Oxon: Routledge, 2019, 190 pp., ISBN: 9780367182151.

[Review]. In: *Journal of Higher Education Policy and Management* 41 (4), S. 444–448. DOI: 10.1080/1360080X.2019.1624929.

Specials

Acknowledgement of Reviewers.

[Acknowledgement] (2019). In: *Journal of Higher Education Policy and Management* 41 (2), S. 235–237.

Original Articles

Arfani, Junita Widiati; Nakaya, Ayami (2019):

Meanings of International High School Education in Indonesia and Japan.

In: *Journal of Research in International Education* 18 (3), S. 310–325. DOI: 10.1177/1475240919890223.

Abstract:

The study on which this article is based aimed to discover the meanings of international education at the high school level from the perspective of students and parents in Japan and Indonesia. Two research questions are addressed: How do Indonesia and Japan balance their international education policy in relation to the need to foster globally competent workers, global citizenship, and nation-building? What are the respective meanings of international education for students and parents? A policy analysis was undertaken based on documents as well as class observations, and individual and group interviews with international education students and parents. The study found that while both the Indonesian and Japanese governments have attempted to build human capital with global competence and national identity, they have utilized different strategies. While Indonesian and Japanese students and parents found similar meanings in university preparation, there were different meanings regarding national language usage, social responsibility, self-identification, life after university, and neo-colonialism.

Azzam, Ziad (2019):

Dubai's Private K-12 Education Sector. In Search of Bilingual Education.

In: *Journal of Research in International Education* 18 (3), S. 227–256. DOI: 10.1177/1475240919892424.

Abstract:

United Arab Emirates nationals ('Emiratis') constitute less than 10% of the resident population of Dubai. Despite having access to free education in the public sector, where Arabic is the medium of instruction, more Emirati families in Dubai choose to enrol their children in private schools (specifically English-medium schools) than public ones, believing that they offer better teaching and learning, better English instruction, and better school leadership. There is growing concern among policy makers and Emirati parents that young Emiratis are in danger of becoming detached from their national language and culture. The regulatory authority for private schools, the Knowledge and Human Development Authority (KHDA), is encouraging the private sector to explore bilingual educational models. This study seeks to establish the type of Arabic-English bilingual educational model that would suit the needs of Emirati families, and to explore the circumstances in which it can take root in Dubai's private K-12 sector. The design follows a mixed methods sequential two-phased design utilising multiple sources of data generated through: written essays by a sample of 12 Emirati students selected from two schools (the qualitative phase), and a questionnaire directed at a broader set of Emirati students (the quantitative phase). Findings suggest a model built on four core principles: (1) explicit mention of bilingualism as a stated goal; (2) the use of both Arabic and English as mediums of instruction, with subjects divided more or less equally between them; (3) the deployment of first language Arabic and English teachers in equal measure or, alternatively, the utilisation of bilingual teachers; and (4) the promotion and use of Arabic in everyday tasks, both at home and in school. The findings also advocate that the model could assume any of multiple variants of Baker's (2011) four strong bilingual types: immersion, maintenance, dual language, or mainstream. To bring the model to fruition the government of Dubai should consider investing in the initial training and retraining of Emirati teachers with the end goal that these teachers should populate Dubai's Arabic-English bilingual schools, while also partially funding scholarship programmes that would encourage Emirati parents to select bilingual schools over other types.

Bailey, Lucy; Cooker, Lucy (2019):

Exploring Teacher Identity in International Schools. Key Concepts for Research.

In: *Journal of Research in International Education* 18 (2), S. 125–141. DOI: 10.1177/1475240919865035.

Abstract:

This paper explores the identity of teachers in international schools who are embarking on postgraduate studies in education. Based on semi-structured interviews with 20 teachers starting an international qualification, it establishes key aspects of their identity and notes that they feel distinct from teaching professionals in their passport countries. From this discussion, a tool-box of concepts for understanding the identity of international school teachers is suggested, together with a typology of international school teachers echoing Hayden & Thompson's (2013) typology of international schools. It is suggested that these concepts require further exploration and empirical substantiation in order both to understand their implications for addressing teacher shortages and to understand the knowledge, skills and attitudes that teachers with non-conventional qualifications and backgrounds may offer to schools.

Bergeron, Liz; Rogers, Leslie (2019):

Investigating the perspective of Theory of Knowledge teachers in International Baccalaureate World Schools.

In: *Journal of Research in International Education* 18 (2), S. 169–185. DOI: 10.1177/1475240919865653.

Abstract:

As a part of the International Baccalaureate (IB) Diploma Programme (DP) students participate in the Theory of Knowledge (TOK) course. This research used a mixed methods design to investigate the perspective of TOK teachers in IB schools worldwide. To address the research questions, quantitative survey data were analyzed from 1,534 participants, and focus groups with 33 TOK teachers were conducted in Australia, The Netherlands, and the United States. Quantitative data were analyzed using descriptive statistics, t-tests, ANOVA, and linear trends analysis to identify group differences. Qualitative data were coded and analyzed using an inductive approach. Overwhelmingly, survey results indicated that teachers value the TOK course. Teachers ranked the main purposes of the TOK course as 1) to develop an awareness of how knowledge is constructed, critically examined, and renewed by individuals and communities and 2) to help students make connections among academic disciplines and among thoughts, feelings and actions. Teachers ranked the main benefits to students as 1) students better able to critically evaluate knowledge and 2) students better able to identify and reflect on personal assumptions. Teachers strongly agreed that teaching TOK has been a valuable professional development experience for them. Specifically, they indicated it enhanced their own critical thinking and developed their interdisciplinary understanding. Survey results and focus groups suggest the main challenges are 1) assessment, 2) time, and 3) administrative issues (scheduling and class size). Regarding implementation, approximately half of DP coordinators indicated that TOK implementation was different than other IB Diploma Programme aspects, specifically that teacher support and time were different.

Bunnell, Tristan (2019):

Developing and institutionalising the 'Internationally-Minded School'. The role of the 'Numerous Fs'.

In: *Journal of Research in International Education* 18 (2), S. 186–198. DOI: 10.1177/1475240919865792.

Abstract:

The concept and theory of 'international-mindedness' has been much discussed and debated in recent years. The conceptualising of the character of 'international-mindedness' as practised by schools has begun to attract some scholarly attention, but one especially under-theorised aspect involves the often-derided 'Several Fs', or sometimes 'Five Fs' (flags, festivals, food etc.). This paper aims to give credibility and importance to the day-to-day aspects of the 'Several Fs', and draws attention to the broader range of activity, identifying upwards of 15 'Fs' in practice. The broader framework of these 'Numerous Fs' is then placed at the centre of identifying the nature and form of the school, as a deliverer of 'international mindedness'. In a 'low-culture context', where collective identity is undermined by transient and relatively distanced stakeholders, the 'Numerous Fs' can be viewed as acting as significant 'purveyors of organisational identity'. At another level, the 'Numerous Fs' give considerable legitimacy to a school's claim to be 'internationally-minded', acting as 'carriers of institutionalisation'. Put simply, they give the school a distinct set of norms, activities, artefacts and routines, characterising it as a specific type of educational institution. As well as acting as practical everyday tools for developing the

'internationally-minded school', they arguably help to give the school a considerable degree of legitimacy both as an organisation, and as an institution.

Casinader, Niranjan; Walsh, Lucas (2019):

Investigating the cultural understandings of International Baccalaureate Primary Years Programme teachers from a transcultural perspective.

In: *Journal of Research in International Education* 18 (3), S. 257–273. DOI: 10.1177/1475240919891001.

Abstract:

It is now generally accepted that the teaching of cultural understanding is central to international education, exemplified in globally directed curricula such as those of the International Baccalaureate. However, research in this area has tended to focus on student outcomes of cultural education, even though globalisation and the nature of modern society has heightened the need for teachers who have the expertise to teach cultural education in ways that are more contemporarily relevant. Studies of teacher capacity to meet the specific demands of cultural learnings have been under-researched, tending to be situated within discourses that do not reflect the complex cultural reality of 21st century society. Using the context of a research study of Primary Years Programme teachers in International Baccalaureate schools, this paper argues that cultural education could be improved if teacher expertise is developed under the more inclusive paradigm of transculturalism.

Dillon, Anna; Ali, Tabassim (2019):

Global nomads, cultural chameleons, strange ones or immigrants? An exploration of Third Culture Kid terminology with reference to the United Arab Emirates.

In: *Journal of Research in International Education* 18 (1), S. 77–89. DOI: 10.1177/1475240919835013.

Abstract:

The term 'Third Culture Kid' (TCK) is commonly used to denote children living in a host culture other than their passport culture during their developmental years. However, its meaning in relation to other terminology referring to a similar concept is a source of interest for many stakeholders. This paper opens up opportunities for further exploring and critiquing the definition of TCK, and opening this up to case studies within the context of the United Arab Emirates and more widely. It is critical to clarify the terminology in light of unprecedented levels of international migration throughout the world. This paper reviews the meaning of culture in relation to TCKs, and explores the meaning of the TCK concept as well as a number of other terms used as alternatives to TCK. A contextualization of the literature follows in relation to the researchers' own lived experiences in the United Arab Emirates. The term TCK can be seen as part of the general stock of theoretical concepts. This paper acknowledges that it cannot catch all nuances of migrant children in the global context.

Dulfer, Nicky (2019):

Differentiation in the International Baccalaureate Diploma Programme.

In: *Journal of Research in International Education* 18 (2), S. 142–168. DOI: 10.1177/1475240919865654.

Abstract:

There is now widespread acceptance of the importance of differentiated instruction in today's classrooms. However, much of the research regarding differentiated instruction takes place in primary and middle years environments, with very little focussed on the senior secondary years. This article explores differentiated instruction practices in senior secondary high stakes environments. Specifically focussed on the experiences of teachers in the International Baccalaureate Diploma Programme (IBDP) in Hong Kong and Australia, where the IB is predominately taught in high-fee-paying institutions, the article explores some of the current practices and concerns of teachers involved in the programme. In exploring differentiated instruction in the IBDP it asks the questions 1) How do teachers employ differentiation in their approaches to teaching in IBDP environments?, and 2) What factors inhibit or enable differentiation in their classrooms?

Results from the study indicate that teachers of the IBDP provide several differentiation opportunities within the content and product areas. However, the areas of process and environment were more problematic, with the amount of content that needed to be covered impacting on the approach to teaching and learning adopted by both the teachers and the students. The IB prides itself on its Learner Profile attributes which support the students to become “inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.” (IB, 2019a). However, in this study questions were raised regarding the amount of time students are given to think, reflect, or inquire. This is something that all senior secondary years programmes will need to consider as we move through the twenty-first century.

Fitzsimons, Sinéad (2019):

Students’ (Inter)National Identities within International Schools. A Qualitative Study.

In: *Journal of Research in International Education* 18 (3), S. 274–291. DOI: 10.1177/1475240919889823.

Abstract:

Debates surrounding national and international identity are becoming increasingly prevalent with the rise of nationalist and populist rhetoric in the public sphere. International schools, which are growing in number, serve as valuable sites for conducting research on national and international identity as they can be viewed as a representation of the increasing diversification of many schools around the world. The aim of the study described in this article is to determine how the national and international identities of young people are influenced by being educated in this context. The conceptual frame of the study brings together a variety of concepts related to identity, categorised under national identity, transnational identity and cosmopolitan identity. In addition, the concept of ‘third space’ is drawn upon to reflect on the individualised process of negotiating identity. The study, undertaken with two international schools in Belgium and Serbia, found that attending an international school influenced students in a variety of ways, with some students strengthening their sense of international identity and others their national affiliation. It also emerged that the curricula and culture of these two schools promoted a hierarchy of identities, with the highest value awarded to Anglo-Western identities.

Ganley, DeLacy; Kula, Stacy M.; Kallemeyn, David (2019):

How US students’ geo-cultural knowledge and intercultural receptiveness is impacted through contact with international teachers.

In: *Journal of Research in International Education* 18 (3), S. 326–348. DOI: 10.1177/1475240919891002.

Abstract:

To understand how K-12 students in the USA are impacted by their interactions with international teachers (ie teachers visiting the USA from other countries), this study asked ‘Does contact with an international teacher correlate with increased geo-cultural knowledge and/or receptiveness to non-USA countries, peoples and/or cultures?’. To address this question, the study drew on pre- and post-contact data from 1,082 students who had interactions with international teachers who were in the USA for a six-week educational program. Analysis of the data indicated that the students’ geo-cultural knowledge increased after having contact with an international teacher. Students were more likely to be able to identify the visiting teacher’s country as being real (as opposed to fictional), its geographic location (vis-a-vis continent identification), and its dominant language and religion. Findings also showed that contact with international teachers correlated with increased receptiveness towards and interest in non-USA countries/peoples/culture among elementary and middle school students, but not so much among high school students. This study suggests programs supported by international teachers in schools can be effective at helping US youth gain needed intercultural competencies and, in the process, can promote global well-being.

Horn, Shane; Veermans, Koen (2019):

Critical thinking efficacy and transfer skills defend against ‘fake news’ at an international school in Finland.

In: *Journal of Research in International Education* 18 (1), S. 23–41. DOI: 10.1177/1475240919830003.

Abstract:

In this study, tasks measuring digital media literacy developed by Stanford University were administered at a school in Finland to consider the efficacy and transfer of critical thinking (CT) skills of a 'pre-IB' cohort preparing to enter the two year International Baccalaureate Diploma Programme (IBDP) and a graduating 'IB2' cohort. While the IB2 cohort outperformed the pre-IB cohort, both outperformed Stanford's U.S. cohorts to a statistically significant degree. Utilising a framework of curricular approaches to facilitating CT skills development as a variable of interest for causal-comparison, it was determined that the Finnish curricula and the IBDP explicitly facilitate CT skills as a separate course while embedding CT into subject coursework, whereas the curriculum in the U.S. implicitly embeds CT into subject coursework only. Implications for improving facilitation of CT in curricula design, professionalising CT across the field, and the benefits of replicating existing studies in differing socio-educational environments are discussed.

Hughes, Conrad (2019):

Understanding Global Skills for 21st Century Professions by Douglas Bourn, London: Palgrave Macmillan, 2018.

[Review]. In: *Journal of Research in International Education* 18 (2), S. 219–221. DOI: 10.1177/1475240919861880.

Jingqi, Mo; Ulmet, Tom (2019):

The Origin of NCCT International School Accreditation in China.

In: *Journal of Research in International Education* 18 (1), S. 42–59. DOI: 10.1177/1475240919837008.

Abstract:

This article is a condensed translation from Chinese of the original PhD thesis by Dr Mo Jingqi and illustrates how international accreditation was introduced in China during a time of rapid government structural change. The article is valuable from three perspectives: first, it provides a rare insight into the means for introducing change in the education system in China; secondly, it describes the evolution of the role of the National Center for Curriculum and Textbook Development, a non-governmental organization, and how it became authorized by the Ministry of Education to implement education policy in China; and thirdly, the idea of transplanting into China a joint accreditation system for international schools is by itself a major historical change, the model of which may one day expand to other types of schools in China. It should be noted that the titles of Chinese references have not been translated as they can be found only in Chinese language. In addition, during those years of rapid change, the titles and roles of many government organizations also changed, including that of the National Center for School Curriculum and Textbook Development (NCCT). It is important to appreciate the challenges of language translation as many of the concepts have different meanings in Chinese and have changed during that time period. This includes the meanings of 'international school' and 'accreditation'.

Lillo, Sarah R. (2019):

In pursuit of community engagement. Unpacking the knowledge and skills associated with service-learning efforts.

In: *Journal of Research in International Education* 18 (1), S. 3–22. DOI: 10.1177/1475240919829997.

Abstract:

The study described in this article highlights the complexity of service-learning efforts and community engagement pursuits. It is based on 6.5 months of qualitative fieldwork in International Baccalaureate international schools in Kenya, Ethiopia, and South Africa. The article unpacks the understandings and skills involved in service-learning efforts through a framework developed by the research. The framework includes six knowledge domains: service-learning pedagogy, global issues, school contexts, local contexts, leadership/organizations, and communication. The author argues that related competencies in these domains support efforts, whereas related knowledge gaps impede efforts. Such a framework allows teams to be self-reflective and intentional, justifies related resources, and explains the strain that educators involved in these pursuits can feel. The author argues that facilitators need to have deep knowledge in far more than service-learning pedagogy.

Machin, Denry (2019):

The Organisational Evolution of Contemporary International Schools.

In: *Journal of Research in International Education* 18 (2), S. 109–124. DOI: 10.1177/1475240919865033.

Abstract:

Whereas growth in international school numbers is widely reported, less attention has been given to how these schools have developed as organisations. Drawing on organisational life-cycle models (Greiner, 1972) and the work of DiMaggio and Powell (1983), this paper addresses that gap. As international schools grow individually, and as the field expands collectively, processes of institutionalism are affecting the legitimacy of claims to 'international' status and, this paper argues, are also normalising organisational shape, structure, form and function. Schools (and their leaders) face isomorphic pressures to mimic each other, are being coerced into similar form and are adopting field-wide normative practices. The paper concludes, however, by showing that culturalist perspectives and institutional entrepreneurship offer an alternative. Reproduction of organisational form may to some extent be inevitable, but that reproduction is moderated by diversity and can be manipulated and resisted by school leaders strong enough to escape the iron cage.

Pletser, Jayne (2019):

Inclusion in the international school context. Implications for school development.

In: *Journal of Research in International Education* 18 (2), S. 199–211. DOI: 10.1177/1475240919866929.

Abstract:

This small-scale study was carried out in the elementary department of an international school considered successful in removing barriers to learning for a wide diversity of learners. A qualitative approach sought to gather data in order to understand the organisational context through a case study of how the school had removed barriers to learning for three students in different levels of learning support. The findings indicated that inclusion in this context was a process bound up in a proactive, dynamic, continuous cycle with a focus on learning, access and solution seeking.

Poole, Adam (2019):

International Education Teachers' Experiences as an Educational Precariat in China.

In: *Journal of Research in International Education* 18 (1), S. 60–76. DOI: 10.1177/1475240919836489.

Abstract:

The purpose of this paper is to extend Bunnell's (2016) thesis that international education teachers (IETs) are forming a 'global educational precariat'. The paper draws upon interview data from a larger study of international teachers in two international schools in Shanghai, China. In order to substantiate and develop Bunnell's thesis, narrative inquiry was employed as a guiding methodology, which ensured that data analysis remained rooted in the participants' lived experience but also allowed for triangulation, thereby enhancing validity. Findings confirm Bunnell's thesis by highlighting a lack of agency, financial insecurity, and the marginalisation of professional identities as common experiences of IET precarity. The findings also challenge the notion of a global educational precariat by arguing that it may be more appropriate to conceptualise IETs in terms of a localised educational precariat rather than a global class in and of itself. The paper ends by sketching a research agenda that would involve comparing teachers' experiences in different types of international schools in China and other contexts.

van Alebeek, Wouter; Wilson, Kristin Bailey (2019):

Explaining the College Choice Decisions of International Students at a Regional University in the United States.

In: *Journal of Research in International Education* 18 (3), S. 292–309. DOI: 10.1177/1475240919892468.

Abstract:

Numerous institutions list hosting and recruiting international students as an important aspect of their internationalization mission. Reasons include the financial benefit to the institution and the local economy; job creation; recruitment of high-quality graduate assistants; increased diversity in the classroom and on campus; and creating international partnerships. However, new changes to immigration laws in the USA have had a negative impact on international college student enrollment. The purpose of this case study is to integrate the Hossler and Gallagher (1987) three-phase model of college student choice with the push and pull factors relating to how international students choose US colleges, to arrive at a descriptive understanding of how international students make their college choice decision.

Wasner, Victoria (2019):

Collaborative inquiry into service learning. Ethical practice through a Pedagogy of CARE.

[Thesis Abstract]. In: *Journal of Research in International Education* 18 (2), S. 224. DOI: 10.1177/1475240919830005.

Abstract:

Practitioner inquiry is an ethical process that begins from a stance of caring. When one cares about the principles of democratic participation and social justice, one wants to advocate for them through modelling them in practice. When teachers engage in practice-based research that is democratic and radical in its intent and process, they act as ethical role models. The aims of this inquiry were to explore ethical principles of practice through a 'students as researchers' approach to service learning at the high school campus of an international school in Central Switzerland. The research question that drove the inquiry was 'How does meaningful teacher and student involvement as collaborative inquirers into service learning model a pedagogy for service learning?'. The participatory methodology of practice-based, collaborative inquiry involved a teacher-researcher and student researchers engaging in a pedagogy that was based on mutual understanding and respect and critical reflection. A rich variety of qualitative, practice-oriented methods were employed within cycles of inquiry and spirals of action and reflection. Through modelling and reflecting on the pedagogical strategies that were part of the collaborative research process, a framework for a 'Pedagogy of CARE' was developed. The acronym CARE, whilst representing the underlying stance of caring, stands for the required and desired personal attributes within collaborative inquiry; one is conscious, active, responsible and experimental. At the same time, it also embodies pedagogical principles; one engages in a practice of consciousness, action, responsibility and experimentation. This framework, conceptualised as a non-hierarchical pyramid model, can be used by teachers and educational researchers within international education and beyond to inform a practice that is ethical in both its process and intent.

Reviews

Banegas, Darío Luis (2019):

Education in Mexico, Central America and the Latin Caribbean by C M Posner, Christopher Martin & Ana Patricia Elvir (eds), Bloomsbury: London, 2017; ISBN 978-1-4742-6768-7.

[Review]. In: *Journal of Research in International Education* 18 (2), S. 214–216. DOI: 10.1177/1475240919829994.

Bourn, Douglas (2019):

Global Education Policy and International Development. New agendas, issues and policies by A Verger, M Novelli & H K Altinyelken, London: Bloomsbury, 2018.

[Review]. In: *Journal of Research in International Education* 18 (2), S. 212–214. DOI: 10.1177/1475240919829996.

Caffyn, Richard (2019):

Peacebuilding Through Dialogue. Education, Human Transformation and Conflict Resolution by Peter Stearns (ed) Fairfax, VA: George Mason University Press, 2019.

[Review]. In: *Journal of Research in International Education* 18 (3), S. 349–352. DOI: 10.1177/1475240919891486.

Cairns, Dean (2019):

Understanding Experiences of First Generation University Students. Culturally Responsive and Sustaining Methodologies by Amani Bell & Lorri J Santamaría (eds), London: Bloomsbury Academic, 2018.

[Review]. In: *Journal of Research in International Education* 18 (3), S. 354–356. DOI: 10.1177/1475240919877272.

Cambridge, James (2019):

Sociology and the New Materialism. Theory, Research, Action by Nick J Fox & Pam Alldred, London: SAGE, 2017.

[Review]. In: *Journal of Research in International Education* 18 (1), S. 104–105. DOI: 10.1177/1475240918805311.

Courtois, Aline (2019):

International Perspectives on Theorizing Aspirations. Applying Bourdieu's Tools by Garth Stahl, Derron Wallace, Ciaran Burke & Steven Threadgold (eds), London: Bloomsbury Academic, 2018.

[Review]. In: *Journal of Research in International Education* 18 (2), S. 216–219. DOI: 10.1177/1475240919861887.

Cozzolino, Marzia (2019):

Rethinking Youth Citizenship After the Age of Entitlement by Lucas Walsh & Rosalyn Black, London: Bloomsbury Academic, 2018 ISBN: 978-1-4742-4803-7.

[Review]. In: *Journal of Research in International Education* 18 (2), S. 221–223. DOI: 10.1177/1475240919861885.

Eaton, Richard (2019):

Growing up with God and Empire. A Postcolonial Analysis of 'Missionary Kid' Memoirs by Stephanie Vandrick Bristol: Multilingual Matters, 2019.

[Review]. In: *Journal of Research in International Education* 18 (3), S. 356–358. DOI: 10.1177/1475240919894075.

Haywood, Terry (2019):

Perspectives on Assessment and Evaluation in International Education by Mary Hayden & Jeff Thompson (eds), Woodbridge: John Catt Educational Ltd, 2017.

[Review]. In: *Journal of Research in International Education* 18 (1), S. 90–96. DOI: 10.1177/1475240918819998.

Koundinya, Sridarshan (2019):

Internationalization of Higher Education in India by Vidya Rajiv Yeravdekar & Gauri Tiwari, London: SAGE Publications Ltd, 2017.

[Review]. In: *Journal of Research in International Education* 18 (1), S. 96–98. DOI: 10.1177/1475240918805310.

McIntosh, Shona (2019):

Empowering Learning. The importance of being experiential by Malcolm Pritchard, Woodbridge: John Catt Educational, 2017.

[Review]. In: *Journal of Research in International Education* 18 (1), S. 98–99. DOI: 10.1177/1475240918791248.

Savvides, Nicola (2019):

Internationalization and Global Citizenship. Policy and Practice in Education by Miri Yemini, London: Palgrave Macmillan, 2017, ISBN 978-3-319-38938-7.

[Review]. In: *Journal of Research in International Education* 18 (1), S. 100–103. DOI: 10.1177/1475240919829993.

Stobie, Tristian (2019):

Understanding PISA's Attractiveness. Critical Analyses in Comparative Policy Studies by Florian Waldow & Gita Steiner-Khamsi (eds), London: Bloomsbury Academic, 2019.

[Review]. In: *Journal of Research in International Education* 18 (3), S. 352–354. DOI: 10.1177/1475240919891487.

Editorials

Green, Wendy (2019):

Engaging Students in International Education. Rethinking Student Engagement in a Globalized World.

[Editorial]. In: *Journal of Studies in International Education* 23 (1), S. 3–9. DOI: 10.1177/1028315318814197.

Original Articles

Barton, Georgina; Hartwig, Kay; Le, Anh Hai (2019):

International Students' Perceptions of Workplace Experiences in Australian Study Programs. A Large-Scale Survey.

In: *Journal of Studies in International Education* 23 (2), S. 248–264. DOI: 10.1177/1028315318786446.

Abstract:

Across the globe, there are increased numbers of students undertaking university-level study in foreign countries. Many of the programs they enroll in include a workplace experience (also known as work integrated learning, internship, and/or practicum). The Work Placement for International Student Programs (WISP) project was conducted across Australia and aimed to identify current practices related to international students' workplace experiences as well as develop resources to improve these experiences overall. This article focuses on an Australian large-scale survey (n = 252) designed to explore international students' perceptions of workplace experiences. Results showed that students rated overall workplace experience highly; however, their confidence in completing assessment items where reflection and self-evaluation were required was a concern. Students also rated self-perception of employability as uncertain despite having positive experiences in the workplace context. Findings showed that there is a need for universities to better support international students in completing reflective and self-evaluative assessment. In addition, more work needs to be done to improve confidence levels of international students around employability.

Baxter, Aryn (2019):

Engaging Underrepresented International Students as Partners. Agency and Constraints Among Rwandan Students in the United States.

In: *Journal of Studies in International Education* 23 (1), S. 106–122. DOI: 10.1177/1028315318810858.

Abstract:

As international student mobility expands and student populations grow increasingly diverse, there is a need to engage underrepresented international students as partners to better understand their lived experiences and co-construct supports for navigating the opportunities and constraints that accompany mobility. This article presents findings from a multisited ethnography that examines the experiences of scholarship recipients from Rwanda pursuing undergraduate degrees in the United States. Drawing on spatial and transnational theories, the study illuminates how student engagement is constrained by conflicting expectations, representations, and relationships and highlights how students exercise agency as they navigate their international education experiences. In drawing attention to the diversity of international students'

spatial imaginaries, the study provides a starting point for universities to develop deeper and more sensitive understandings of mobile students' differences.

Brunsting, Nelson C.; Mischinski, Megan; Wu, Wenjin; Tevis, Tenisha; Takeuchi, Risa; He, Yueying et al. (2019):

International Students' Social Outcomes, Educational Status, and Country of High School Graduation.

In: *Journal of Studies in International Education* 23 (5), S. 589–606. DOI: 10.1177/1028315318825362.

Abstract:

Despite the increase in methodological sophistication and complexity of models being tested for international student adjustment to universities in the United States (U.S.), researchers often do not test or control for salient demographic differences between students, including their educational status (i.e., graduate or undergraduate) and country in which they graduated high school. The current study was designed to examine whether demographic variables are associated with a range of social outcomes. Participants (N = 245) from 23 U.S. colleges and universities completed a survey in Fall 2017. Undergraduate students reported having a higher number of close friends at their institution than did graduate students; however, they also reported a lower sense of belonging than did graduate students. Students who graduated from high school in the United States reported less social support from international students at university. Implications for students and for future research are provided.

Byker, Erik Jon; Putman, S. Michael (2019):

Catalyzing Cultural and Global Competencies. Engaging Preservice Teachers in Study Abroad to Expand the Agency of Citizenship.

In: *Journal of Studies in International Education* 23 (1), S. 84–105. DOI: 10.1177/1028315318814559.

Abstract:

Study abroad is an experiential learning pedagogy that has many positive outcomes. In the field of teacher education, study abroad provides opportunity for the development of global competencies and agency. Similarly, study abroad can help expand notions of what it means to be a global citizen. This article examines the effects of preservice teachers engaging in a study abroad program to South Africa. Critical Cosmopolitan Theory provides the article's theoretical frame for the investigation of the impact of this study abroad program. The study's participant sample comprised preservice teachers from a large research university located in the Southeast region of the United States (N = 21). Using a mixed-methods research design, the study examined the participants' perceptions of their study abroad and international teaching experiences. It was found that the study abroad experience was a catalyst for enhancing preservice teachers' global competencies, intercultural awareness, and cultural responsiveness as the participants widened their perspectives of what it means to be a critically cosmopolitan educator and citizen.

Cotton, Debby R. E.; Morrison, David; Magne, Polly; Payne, Simon; Heffernan, Troy (2019):

Global Citizenship and Cross-Cultural Competency. Student and Expert Understandings of Internationalization Terminology.

In: *Journal of Studies in International Education* 23 (3), S. 346–364. DOI: 10.1177/1028315318789337.

Abstract:

Internationalization of the curriculum is of increasing interest in many universities; yet, the terminology used to describe it is highly varied and it is not clear that students understand its core concepts. This study explores students' understandings of the terms global citizenship and cross-cultural competency, and compares them with use in the literature and by experts. A large-scale questionnaire of students from a range of disciplines is supplemented with qualitative data from pedagogic and internationalization experts. Findings indicate that student understandings of both terms were mixed, and frequently differed from the way the terms are used by experts and in the literature. The concept of cross-cultural competency was more likely to invoke a sense of agency among students than was global citizenship, contrary to how they are depicted in the literature. This suggests that there may be some pedagogic benefits to be gained from using the former term.

Dai, Yuanyuan (2019):

Aligning for Transformational Cross-Border Partnership. A Case of Sino-U.S. University Partnership.

In: *Journal of Studies in International Education* 23 (3), S. 326–345. DOI: 10.1177/1028315318797160.

Abstract:

By using the concept of “alignment,” this case study explores how a Sino-U.S. university partnership creates university transformation through the multitude of interconnections both within and between the two universities. The study investigates how the contextualized alignments of both universities co-shape and are impacted by the partnership, and how university transformation is initiated and expanded during such interaction. Qualitative data were collected from documentation and semistructured interviews with 22 partnership participants from two universities. Findings show that the U.S. university’s loose and diffused internal alignment is beneficial to individual-level learning and change, however, loose diffuse internal alignment hampers the university’s ability to align strong silos to expand such learning and impact change on an institutional level. The Chinese university, however, features a tight, unidirectional and almost exclusive alignment to the central government which ensures efficient planning, implementation and resource allocation originating from top-down initiatives during the partnership. However, this close alignment to the central government also leads to either restricted human agency or intentional misalignment with prevailing institutional norms in bottom-up initiatives. The former impedes the generation of individual learning and change, while the latter hampers expansion at the university level. The study develops a typology to examine and explain the process during which university transformations transpire and expand amid alignments in the partnering process. Implications for developing a theory to explain the process and practice of cross-border university partnerships as relationship-oriented and extending beyond the dominant managerial framework are discussed.

Fortune, Tracy; Borkovic, Shinead; Bhojti, Anoo; Somoza, Renee; Nhan, Ha Chan; Rangwala, Shabnam (2019):

Transformative Learning Through International Project-Based Learning in the Global South. Applying a Students-as-Partners Lens to a “High-Impact” Capstone.

In: *Journal of Studies in International Education* 23 (1), S. 49–65. DOI: 10.1177/1028315318814571.

Abstract:

This article explores the development of students as global citizens, using a Students-as-Partners (SaP) approach in which the partnership focused beyond academic staff in regions that have, politically and geographically, been referred to as the “global south.” We explored the experience of Australian occupational therapy students partnering in a project-based learning internship with community health leaders in India and Vietnam to advance health service needs. In contrast to their previous experiences of studentship in Australia, students felt uneasy with the perception by others of being “all knowing.” This added to the challenge of being creative in contexts where there were limited resources and perceived difficulties in applying their global north understandings. Despite the challenges, these students appear to have navigated a cultural learning journey emerging with new insight into their own and others subjective world views.

Goldstein, Olzan; Natur, Nazeem; Trahar, Sheila; Yemini, Miri (2019):

Students Shaping Internationalization in a Conflict-Ridden Society. Experiences of Israeli Teacher Education Colleges.

In: *Journal of Studies in International Education* 23 (1), S. 66–83. DOI: 10.1177/1028315318803711.

Abstract:

This article focuses on students from two Israeli teacher education colleges serving marginalized communities, both of which participated in a European Union (EU) project aimed at fostering internationalization in higher education institutions in Israel. The study reported focuses on students’ agency in shaping institutional internationalization processes, in particular during their studies but also, as it became apparent, later in their teaching careers following graduation. Moreover, we explore how students’ agency in internationalization is shaped by the conflict and its consequences. Employing a qualitative methodology, we followed six students’ personal and professional trajectories, revealing the nature and scope of their activities and perceptions in light of their proactive role in internationalization in their institutions. We show how life in a conflict-ridden society may prompt proactivity and agency among marginalized students, revealing and discussing the potential transformative nature of students’ agency in internationalization processes. Our findings indicate

that institutions can strive to facilitate student agency and utilize it to further develop internationalization within their institutions.

Green, Wendy (2019):

Engaging “Students as Partners” in Global Learning. Some Possibilities and Provocations.

In: *Journal of Studies in International Education* 23 (1), S. 10–29. DOI: 10.1177/1028315318814266.

Abstract:

Many educational institutions aim to engage students in “global learning” at home and abroad through the process of “internationalization of the curriculum” (IoC). Yet research indicates that students experience and understand IoC in diverse, often unintended ways, and instances of students’ diverse perspectives informing IoC development are rare. Framed by the concept of “students as partners” (SaP), an Australian Learning and Teaching Fellowship brought together students and academics from diverse disciplinary, cultural, and national backgrounds to co-develop rich global learning experiences in the formal and informal curriculum. Surveys and narrative interviews showed that adopting a partnership approach enabled all participating staff and students to engage in global learning. Characteristically, those who engaged in critical transformative learning framed their partnerships in terms of reciprocity, recognized their cultural ignorance productively, and engaged in global learning as ontoepistemological explorations. Furthermore, this study demonstrates how the authentic engagement of SaP challenges naturalized institutional practices concerning access and equity, outcomes and process, and power and privilege. I frame these challenges as provocations; that is, as invitations to critically analyze and creatively respond to such historically entrenched practices through staff–student partnerships in global learning, “as if” they were already our way of life.

Hayes, Aneta (2019):

“We Loved It Because We Felt That We Existed There in the Classroom!” International Students as Epistemic Equals Versus Double-Country Oppression.

In: *Journal of Studies in International Education* 23 (5), S. 554–571. DOI: 10.1177/1028315319826304.

Abstract:

The article compares student narratives of engagement in internationalization in the United Kingdom and Germany. The comparison signals a new area of critical sociology of internationalization which shows signs that internationalization in non-Anglophone countries may evolve under conditions the article calls “double-country oppression.” “Double-country oppression” denotes a situation whereby international students are put at risk of exclusion not only on the basis of lacking characteristics that “bind” them to the country of education (in this case Germany) but also, and perhaps primarily, because they lack characteristics that “bind” them to Anglophone countries, despite being located in a non-Anglophone country. As such, “double-country oppression” has important pragmatic and conceptual implications as it calls into question analytical paradigms which center around the nation-state. The emergence of “double-country oppression” also challenges the view that there are new possibilities for epistemic democracy as more non-Anglophone countries enter the internationalization competition.

Heng, Tang T. (2019):

Understanding the Heterogeneity of International Students’ Experiences. A Case Study of Chinese International Students in U.S. Universities.

In: *Journal of Studies in International Education* 23 (5), S. 607–623. DOI: 10.1177/1028315319829880.

Abstract:

Scholars have critiqued the current understanding of international students for glossing over its diversity, resulting in the reification of the “international student experience” as either homogeneous or clustered along nationality. Through a qualitative case study of 18 Chinese international students, this article examines the heterogeneity of their experiences despite a common nationality. Findings reveal that Chinese international students’ communication in English, engagement with subject content, preparation for the future, and participation in extracurricular activities vary by year of study, field of

study, and, to a small extent, gender. Even within a single nationality, experiences of students are uneven and intersect across various categorical lines, suggesting the possibility that other international students may encounter diverse and intersectional experiences as well. Findings point to how we need to re-conceive and research international students by examining the heterogeneous nature of their experiences, and how higher education institutions can differentiate support given to internationals.

Hyett, Nerida; Lee, Ka Man; Knevel, Ron; Fortune, Tracy; Yau, Matthew K.; Borkovic, Shinead (2019):

Trialing Virtual Intercultural Learning With Australian and Hong Kong Allied Health Students to Improve Cultural Competency.

In: *Journal of Studies in International Education* 23 (3), S. 389–406. DOI: 10.1177/1028315318786442.

Abstract:

Cultural competency, in increasingly globalized and cosmopolitan societies, is key to allied health graduate employability. Internationalization at Home initiatives that use virtual technologies have potential to facilitate transformative intercultural learning experiences and build cultural competency. The purpose of this study was to trial a virtual intercultural learning activity with Australian and Hong Kong undergraduate occupational therapy and oral health students to explore cultural competency learning. We utilized a mixed methods study design with quantitative pre- and postsurveys and qualitative group interviews. Study findings illustrate how the activity enabled students to practice and learn intercultural communication skills, gain greater awareness and appreciation for diversity at home and abroad, and engage in global citizenship learning. Educators are encouraged to utilize virtual learning spaces for creating meaningful and transformative cultural learning experiences that enhance graduate intercultural capabilities.

Jumakulov, Zakir; Ashirbekov, Adil; Sparks, Jason; Sagintayeva, Aida (2019):

Internationalizing Research in Kazakhstan Higher Education. A Case Study of Kazakhstan's State Program of Industrial Innovative Development 2015 to 2019.

In: *Journal of Studies in International Education* 23 (2), S. 234–247. DOI: 10.1177/1028315318786445.

Abstract:

This article describes the nature and impact of a major recent education policy aimed to transform higher education in Kazakhstan, the State Program of Industrial Innovative Development 2015 to 2019 (SPIID-2). This inquiry sought to understand and describe the role of internationalization of higher education in SPIID-2, and more specifically its role for developing university research. Kazakhstan's industrial innovative development program promotes university–industry collaboration and universities' international partnerships to enhance the role of the university in the economic development of the country, consistent with the imperatives and opportunities of the knowledge-based economy. The role of internationalization, particularly, involving international partner institutions, in this policy, contributes to quality assurance and informed decision making. Findings are based on content analysis of policy texts and interviews with university representatives.

Kato, Maki; Suzuki, Ken (2019):

Effective or Self-Selective. Random Assignment Demonstrates Short-Term Study Abroad Effectively Encourages Further Study Abroad.

In: *Journal of Studies in International Education* 23 (4), S. 411–428. DOI: 10.1177/1028315318803713.

Abstract:

Much attention has been paid to the effects of study abroad, especially because of recent increases in participation in such programs. One problem, however, is the selection bias of participants inherent in study abroad programs. The present study examines whether participation in a short-term study abroad program leads to participation in further long-term study abroad programs. Data were obtained from 705 applicants in the 2013–2015 academic year at a Japanese university, 300 of whom were assigned randomly to participate in a short-term study abroad program. The study results showed a significantly higher participation rate among previous participants than among nonparticipants. The results of a

questionnaire completed by the former participants of the short-term program showed that they were more likely to translate plans for participating in the long-term study abroad program into action based on their prior overseas experiences.

Le Phan, Huong Thanh; Tran, Ly Thi; Blackmore, Jill (2019):

Internationalization, Student Engagement, and Global Graduates. A Comparative Study of Vietnamese and Australian Students' Experience.

In: *Journal of Studies in International Education* 23 (1), S. 171–189. DOI: 10.1177/1028315318803717.

Abstract:

The article provides comparative insights into Vietnamese and Australian students' experience of internationalization of the curriculum. We explore how local arrangements for curriculum internationalization in Australia and Vietnam enable and/or constrain students' individual agency in taking control of their knowledge and skills to become skilful and culturally sensitive professionals and citizens. The article is part of a 4-year empirical study that includes 15 semistructured interviews with academics and nine focus groups with 40 students in both countries. We use practice architecture theory to interpret whether and to what extent students can be the key actors in internationalizing the curriculum and the factors that nurture or restrict their participation in this process. The article provides important comparative perspectives on students' experience of participating in curriculum internationalization in Vietnam as a developing country and an international education importer and Australia as a developed country and an education export provider.

Lee, Bonnie K.; Cai, Huixiang (2019):

Evaluation of an Online "Internationalization at Home" Course on the Social Contexts of Addiction.

In: *Journal of Studies in International Education* 23 (3), S. 365–388. DOI: 10.1177/1028315318797155.

Abstract:

Internationalization of higher education to include international, intercultural, or global components into the delivery of postsecondary education has drawn increasing attention in the last two decades. A globally relevant course focusing on the "Social Contexts of Addiction" engaged students' online interaction at a Canadian university with learners from across various institutions in mainland China, Macau, and Hong Kong. Although "internationalization at home" (IaH) is one of the most prevalent themes in the internationalization literature, empirical evaluation of its merits along with the challenges of its implementation is still limited. In this article, the authors used student and faculty feedback to identify the design factors of this online IaH course that facilitated its success and transformative benefits. Discussion highlighted several follow-up strategic initiatives to broaden the adoption and conversations on internationalization in teaching, and the necessity of multilevel support and alignments among government, university, and faculty leadership to sustain internationalization efforts across the curriculum.

Merola, Rachael H.; Coelen, Robert J.; Hofman, W. H. A. (2019):

The Role of Integration in Understanding Differences in Satisfaction Among Chinese, Indian, and South Korean International Students.

In: *Journal of Studies in International Education* 23 (5), S. 535–553. DOI: 10.1177/1028315319861355.

Abstract:

This study uses a quantitative approach drawing on data from the International Student Barometer (N = 5,242) to investigate the relationship between integration, nationality, and self-reported satisfaction among Chinese, Indian, and South Korean undergraduate international students studying in the United Kingdom, the United States, and Australia. Results indicate that nationalities vary significantly in satisfaction levels, with Indian students more satisfied than Chinese or South Korean students. Furthermore, integration is predictive of satisfaction, and academic integration has a greater impact on satisfaction than does social integration. Compellingly, academic and social integration help explain the association between nationality and satisfaction. This study demonstrates that academic and social integration partly

accounts for differences in satisfaction among nationalities, opening avenues for future research with practical implications for universities.

Miles, Debra; Harris, Nonie; Dhephasadin Na Ayudhaya, Piyachat (2019):

Stepping Forward to Learn. Thai Students Reflect on Hosting Australian International Exchange Students.

In: *Journal of Studies in International Education* 23 (2), S. 217–233. DOI: 10.1177/1028315318797177.

Abstract:

The value of international student exchange programs is well documented—from the perspective of visiting students and sending institutions. This article reports on research that aimed to capture different perspectives by talking with host Thai students who interacted with and translated for visiting Australian social work students. This focus on the experience of international exchange from the perspective of the hosting Thai students foregrounds these seldom-heard voices, highlighting the potential benefits of engagement and reflective learning for host students and institutions. The analyzed data show that there are numerous opportunities for host students to benefit from international exchange and to develop the attitudes, knowledge, and skills that are necessary prerequisites for intercultural learning and sensitivity. The article illustrates the high demands on hosts and can inform good practice in the planning and design of exchange programs.

Montgomery, Catherine (2019):

Surfacing “Southern” Perspectives on Student Engagement With Internationalization. Doctoral Theses as Alternative Forms of Knowledge.

In: *Journal of Studies in International Education* 23 (1), S. 123–138. DOI: 10.1177/1028315318803743.

Abstract:

This article explores how knowledge represented in doctoral theses exploring internationalization may be constructed as a source of “Southern” knowledge on international education. The article aims to surface some of the ways in which the knowledge generated by doctoral students could illustrate new perspectives on internationalization, particularly, in terms of knowledge building for the students’ own country contexts. The research conducted a search of all U.K. doctoral theses in the EThOS repository of the British Library, focusing on theses where students had engaged with internationalization. The search generated a data set of theses written in the decade 2008 to 2018, which were then thematically analyzed. In addition to questioning whether thesis knowledge constitutes powerful or empowering knowledge for the student and the Southern cultures they come from, the research indicates that the doctoral theses both reproduced Western knowledge and generated some new perspectives on methodological and thematic constructions of internationalization. The article highlights hierarchies of knowledge and questions whether postcolonial encounters through the PhD can generate knowledge that builds Southern perspectives on internationalization.

Mu, Guanglun Michael; Zhang, Huajun; Cheng, Wei; Fang, Yangyang; Li, Shuguang; Wang, Xiangxu; Dooley, Karen (2019):

Negotiating Scholarly Identity Through an International Doctoral Workshop. A Cosmopolitan Approach to Doctoral Education.

In: *Journal of Studies in International Education* 23 (1), S. 139–153. DOI: 10.1177/1028315318810840.

Abstract:

Current trends in the internationalization of doctoral programs require new understandings of the formation of scholarly identity. This study explores the utility of a cosmopolitan perspective. It reports on identity projects sparked by Chinese students’ participation in a doctoral workshop in Australia; it highlights the realization, retrieval, repositioning, and reshaping of the students’ scholarly selves. This identity work mirrors the complexities induced by the internationalization of doctoral pedagogies. We present the students’ identity work here to illuminate extant practice and further study of internationalized doctoral education.

Myers, Robert M.; Griffin, Amy L. (2019):

The Geography of Gender Inequality in International Higher Education.

In: *Journal of Studies in International Education* 23 (4), S. 429–450. DOI: 10.1177/1028315318803763.

Abstract:

The internationalization of higher education results in 4.6 million students attending colleges and universities outside their home countries. In the United States and other countries, there is significant underrepresentation of women among inbound international higher education students. Gender equality in education cannot be achieved so long as women are underrepresented in participation in this important educational venue. To better understand the drivers of gender inequalities in international higher education, this study examines the low participation rate by women coming to the United States by comparing it with participation data for women coming to the United Kingdom and Germany. Gender participation rates from both source regions and countries vary by destination country. By exploring the geography of gender inequality in international higher education, decision makers can better understand barriers to achieving international gender equality goals.

Ruth, Alissa; Brewis, Alexandra; Blasco, Drew; Wutich, Amber (2019):

Long-Term Benefits of Short-Term Research-Integrated Study Abroad.

In: *Journal of Studies in International Education* 23 (2), S. 265–280. DOI: 10.1177/1028315318786448.

Abstract:

Study abroad and research experiences are proven high-impact pedagogical tools, but are rarely combined at scale. We integrated highly structured research experiences into short-term study abroad programs across multiple countries, then tested for longer term student perceived impacts. Based on qualitative and quantitative analysis of postgraduation data provided by 118 former participants, we identified positive self-reported impacts across a range of domains relevant to longer term academic and career success (e.g., professional connections, specific skills, worldview, and personal growth). Themes and subthemes were consistently similar by minority status, gender, and program locations. Inclusion of highly structured research experiences in short-term study abroad can provide additional value to students. The benefits would accrue most especially to women and minority students who have less on-campus access to traditional science, technology, engineering and mathematics (STEM)-field research mentoring and are accordingly underrepresented in the research-career pipeline.

Spencer-Oatey, Helen; Dauber, Daniel (2019):

What Is Integration and Why Is It Important for Internationalization? A Multidisciplinary Review.

In: *Journal of Studies in International Education* 23 (5), S. 515–534. DOI: 10.1177/1028315319842346.

Abstract:

Integration is a concept that is referred to very widely in relation internationalization, yet its meaning is rarely explored and its benefits are often assumed. In this article, we start by reviewing the conceptualization of integration across different fields, notably education and the internationalization of education, intercultural communication, health psychology, and organizational studies. We propose that the varying interpretations within and across these fields can be synthesized by considering the different levels at which integration can be analyzed—individual level, community level, and institutional level. We then review the multiple benefits that integration can bring at these different levels, while acknowledging their interconnections, and noting the potential risks from ignoring integration. We end by proposing a framework to help universities and all of their members (staff and students) develop their own strategies and priorities for enhancing integration.

Stanway, Bonnie Rose; Cao, Yiyuan; Cannell, Tony; Gu, Yihui (2019):

Tensions and Rewards. Behind the Scenes in a Cross-Cultural Student–Staff Partnership.

In: *Journal of Studies in International Education* 23 (1), S. 30–48. DOI: 10.1177/1028315318813199.

Abstract:

In the domain of “internationalization of the curriculum,” this article introduces the rarely incorporated dimension of “engaging students as partners” (SaP) to address and explore challenges of increasingly diverse universities. The aim of this qualitative research was to explore engaging international students as partners in a modest and targeted internationalization innovation, which was specifically designed to address the needs of Chinese international students at a prominent Australian university business school. The innovation involved embedding WeChat, a prevalent Chinese social media platform, in a postgraduate learning module to form a cross-cultural bridge to better connect academics and learning support staff at the Business School with their Chinese international student cohorts. Staff and partnered Chinese international students in this small-scale cross-cultural partnership have coauthored this article, which reports on the identified tensions and rewards behind the scenes in this partnership. Findings mostly align with existing SaP literature; however, some unique benefits also emerged from having an explicit cross-cultural focus for the partnership.

Streitwieser, Bernhard; Loo, Bryce; Ohorodnik, Mara; Jeong, Jisun (2019):

Access for Refugees Into Higher Education. A Review of Interventions in North America and Europe.

In: *Journal of Studies in International Education* 23 (4), S. 473–496. DOI: 10.1177/1028315318813201.

Abstract:

This paper examines current interventions to reduce barriers to access into higher education for refugees in North America and Europe. We analyze a diversity of interventions sponsored by host governments, higher education institutions, foundations, nongovernmental organizations, and individuals. These interventions differ in size, delivery method, focus, and extent of support, and range from a single language course or limited online learning opportunity to fully accredited higher education programs. However, significant problems hamper the efficacy of many current interventions. We examine providers’ rationales for working with refugees using Knight and De Wit’s rationales for internationalization of higher education, later reconceptualized in four interrelated groups of rationales: academic, political, economic, and socio-cultural. To these, we propose adding a fifth category: humanism. To widen refugee participation and success in higher education, we suggest that policy makers and administrators should adopt a longer-term perspective, increase transparency, and use evidence-based approaches to develop and evaluate refugee programming.

Trinh, Anh Ngoc; Conner, Lindsey (2019):

Student Engagement in Internationalization of the Curriculum. Vietnamese Domestic Students’ Perspectives.

In: *Journal of Studies in International Education* 23 (1), S. 154–170. DOI: 10.1177/1028315318814065.

Abstract:

Internationalization in higher education has shifted to focus on home initiatives that engage and benefit all students rather than cross-border mobility activities. The qualitative case study reported in this article employed Kahu’s model of student engagement (SE) to investigate SE in internationalization of the curriculum (IoC) from the perspectives of 23 domestic Vietnamese students taking an internationalized program in a Vietnamese university. From three focus groups and 23 individual interviews, this study found that SE in IoC varied according to diverse internal and external factors. The students’ awareness of the benefits of their engagement in the program, their acknowledgment of the program’s strengths and weaknesses, as well as their desire to have more SE revealed a possibility for students to act as partners in the program. The potential partnership between students and their lecturers as well as other institutional bodies, in both the formal and informal curriculum alongside more sustained engagement opportunities, could enhance consequential student experiences and outcomes. The findings suggest that students are prospective resources to cultivate diversity and inclusion in IoC because their engagement can offer multiple insights and possibilities to enhance IoC. We argue that SE is significant in informing the development of IoC and is possibly integral to effective IoC.

Wang, Junju; Lin, Jia (2019):

Traditional Chinese Views on Education as Perceived by International Students in China. International Student Attitudes and Understandings.

In: *Journal of Studies in International Education* 23 (2), S. 195–216. DOI: 10.1177/1028315318797356.

Abstract:

For decades, the Confucian heritage culture (CHC) learner phenomenon has aroused the interest of researchers in different areas. However, few studies have focused on the attitudes of international students who study in the Chinese context. This article, therefore, explores how international students perceive traditional Chinese views on education, which are mostly embedded in Confucianism. Using questionnaires and semistructured interviews, the study investigated student attitudes and their recognition of specific educational viewpoints and factors, which act to produce such perceptions. Results show that international students studying in China had positive responses to most traditional Chinese views on education and that the traditional concepts of learning were respected and understood. However, it was the role of teachers within CHC that was the least favorably received. In addition, student attitudes and understandings were in response to individual, contextual, and cultural factors, and positively correlated with their home country, major, and level of education. This article concludes that positive attitudes and perceptions of traditional Chinese views on education by international students occur when the core values of educational philosophies from different cultures are shared also by CHC and that there is a strong influence from the source culture on views of the target culture. By implication, a good knowledge of Chinese learning culture and mutual communication are significant factors for both teachers and students.

Wen, Wen; Hu, Die (2019):

The Emergence of a Regional Education Hub. Rationales of International Students' Choice of China as the Study Destination.

In: *Journal of Studies in International Education* 23 (3), S. 303–325. DOI: 10.1177/1028315318797154.

Abstract:

Although Mainland China is commonly perceived as a major sending country of international students, it is often overlooked as an important receiving country of international students. In order to address this gap in the literature, this study seeks to explain why international students from the city of Beijing chose China as their study abroad destination. An updated push-pull model is proposed to explain their rationale to study in China. Findings reveal that the quality reputation of China's higher education (HE) is the major pulling force of international mobility to China, while the booming economy escalates its HE reputation and has become the driver of China's emerging regional hub appearance. However, China's contemporary culture does not function as a pulling force due to its vagueness and ambiguity. This research also deepens our understanding of the dynamic and complex relationship between the state, international relations, HE, and individuals in the context of globalization.

Wiers-Jenssen, Jannecke (2019):

Paradoxical Attraction? Why an Increasing Number of International Students Choose Norway.

In: *Journal of Studies in International Education* 23 (2), S. 281–298. DOI: 10.1177/1028315318786449.

Abstract:

Between 2000 and 2015, Norway has experienced a large increase in the number of international students compared with many other countries. At first glance, this may seem paradoxical considering that Norway is a country with few well-known universities, a high cost of living, and a geographical location on the northern fringe of Europe. This article sheds light on why more students find their way to Norway. Global trends of increased student mobility as well as EU policies influence the flow of students to Norway. Nevertheless, national higher education policies and in this development. Courses in English and more active partnerships with higher education institutions abroad have been established to attract international students. Furthermore, tuition fees are not charged in state-owned universities and colleges, and this has become a comparative advantage in an era when institutions in other countries are introducing or increasing tuition fees for national as well as international students. Asking the international students themselves about their motivation for studying in Norway, we find that the rationale is pragmatic rather than related to perceived quality. Their choices still appear rational; they get free higher education in a safe country, and increase their career opportunities.

Wilkins, Stephen; Neri, Selina (2019):

Managing Faculty in Transnational Higher Education. Expatriate Academics at International Branch Campuses.

In: *Journal of Studies in International Education* 23 (4), S. 451–472. DOI: 10.1177/1028315318814200.

Abstract:

The purpose of this research is to identify the challenges and issues associated with managing expatriate academics at international branch campuses, and to analyze the strategies that have been, or could be, implemented to overcome these challenges and issues. The data used in this study came from an online survey questionnaire that was completed by 14 individuals holding a senior or middle management position at an international branch campus. The survey participants unanimously reported that expatriate academics tend to be highly motivated and committed, and that they are largely satisfied with their jobs. However, many individuals do have issues with adjustment to the new country, to work differences, and to interacting with others. The participants offered a range of suggestions and recommendations that may help institutions to better support expatriate academics employed at international branch campuses. The suggested actions need to be implemented prior to the new recruit's arrival in the host country, during the induction period, and on an ongoing basis.

Williams, Judy (2019):

The Professional Learning of Teacher Educators Leading International Professional Experience.

In: *Journal of Studies in International Education* 23 (4), S. 497–510. DOI: 10.1177/1028315318816455.

Abstract:

In this article, the professional learning of teacher educators leading international professional experience (IPE) is examined. There is a growing body of research on the learning of pre-service teachers who undertake a period of professional experience in international contexts, but much less is known about the experiences of the academics who lead these programs. This knowledge is important because the success of such programs for pre-service teachers depends largely on the quality of the planning, preparation, and leadership of these as educational experiences. Based on data collected in semistructured interviews with 10 teacher educators who have led IPE to a variety of global locations, this article outlines the professional learning gained from leading a group of pre-service teachers on 3-week IPEs. Findings include the importance of building professional relationships with others involved in the IPE, including the pre-service teachers, school staff, and communities, and the impact of the experience on the development of teacher educator identities and practice.

Yu, Baohua; Bodycott, Peter; Mak, Anita S. (2019):

Language and Interpersonal Resource Predictors of Psychological and Sociocultural Adaptation. International Students in Hong Kong.

In: *Journal of Studies in International Education* 23 (5), S. 572–588. DOI: 10.1177/1028315318825336.

Abstract:

Hong Kong, along with other Asian societies with universities with top world rankings, has in recent years attracted an increasing number of international students, mainly from Asia. Previous research in English-speaking Western countries has indicated the importance of resources, including language proficiency, positive intergroup relations, and social support, in understanding international students' stress and coping in cross-cultural adaptation. Guided by a similar acculturative stress and coping framework, we investigated predictors of psychological and sociocultural adaptation in a survey sample of 726 international students (62% female and 73% Asian-born) from Hong Kong public universities. We found that English language proficiency, social support, and a low level of perceived discrimination fostered both types of cross-cultural adaptation, while contact with local students and proficiency in the local dialect further enhanced sociocultural adaptation. Implications for future acculturation research and higher education internationalization policies and practices are discussed.

Original Articles

Bezuidenhout, Louise; Ratti, Emanuele; Warne, Nathaniel; Beeler, Dori (2019):

Docility as a Primary Virtue in Scientific Research.

In: *Minerva* 57 (1), S. 67–84. DOI: 10.1007/s11024-018-9356-2.

Abstract:

Scientific epistemology is a topic that has sparked centuries of philosophical discourse. In particular, understanding the role that scientists play in the creation and perpetuation of scientific knowledge is a subject that continues to be hotly debated. A relative new-comer to scientific epistemology is the field of virtue epistemology, which positions knowledge creation as integrally linked to specific character traits held by the scientist. Positioning scientific research as a distinct practice, virtue epistemologists strive to understand what virtues foster robust knowledge creation. Examinations of current scientific virtue epistemology, however, reveal how framings of the scientist tend to be highly individualistic and position the individual scientist as an actor with a high level of agency and autonomy. Such approaches, while following more conventional scientific epistemology discourse, contrast significantly with a growing body of social science literature that emphasizes the group nature of scientific research and education. This paper makes use of this social science literature to critically examine current deficits in narratives of scientific virtue epistemology. It highlights the need for the prioritization of virtues that enable scientists to work and learn in social environments through social processes. In particular, it discusses how the virtue of docility, best understood as being open to learning, is a key virtue for training new scientists and for establishing robust processes of knowledge creation. By identifying current deficits in the manner in which science is taught, it demonstrates the considerable epistemic consequences of training scientists who do not embody docility in all aspects of their research activities. The paper concludes by discussing how docility may be considered a key factor in an alternate understanding of the current reproducibility crisis in modern science.

Bielinski, Jacek; Tomczynska, Aldona (2019):

The Ethos of Science in Contemporary Poland.

In: *Minerva* 57 (2), S. 151–173. DOI: 10.1007/s11024-018-9365-1.

Abstract:

Modern science is moving away from Michael Polanyi's vision of the Republic of Science' and gradually becoming subordinate to political and economic social institutions. This process is accompanied by changes in the normative structure of science. Poland provides an interesting case for empirical study of the scientific ethos mostly because in a relatively short time it experienced a significant reform of the science system, especially in terms of evaluating and financing scientific work. In this paper we examine whether different sets of values and norms are embedded into the normative structure of science in contemporary Poland. The results of a representative survey conducted among 801 researchers were examined with the use of confirmatory factor analysis and fuzzy clustering. The statistical analysis revealed a great complexity in the normative structure of science that goes beyond the expectations formulated on the basis of the theories reviewed. We identified three distinctive groups of researchers, guided by different sets of values and norms in their professional conduct (academic science, post-academic science and the industrial science) and a cluster of researchers with an unidentified system of principles. We argue that the complexity of the normative structure of science should be taken into account in the decision-making regarding any future reforms of the science system.

Billi, Marco; Blanco, Gustavo; Urquiza, Anahi (2019):

What is the 'Social' in Climate Change Research? A Case Study on Scientific Representations from Chile.

In: *Minerva* 57 (3), S. 293–315. DOI: 10.1007/s11024-019-09369-2.

Abstract:

Over the last few decades climate change has been gaining importance in international scientific and political debates. However, the social sciences, especially in Latin America, have only lately become interested in the subject and their approach is still vague. Scientific understanding of global environmental change and the process of designing public policies to face them are characterized by their complexity as well as by epistemic and normative uncertainties. This makes it necessary to problematize the way in which research efforts understand 'the social' of climate change. How do 'the climate' and 'the social' interpenetrate as scientific objects? What does the resulting field look like? Is the combination capable of promoting reflexivity and collaboration on the issue, or does it merely become dispersed with diffuse boundaries? Our paper seeks to answer these and other related questions using Chile as a case study and examining peer-reviewed scientific research on the topic. By combining in-depth qualitative content analysis of each paper with a statistical meta-analysis, we were able to: characterize the key content and forms of such literature; identify divisions and patterns within it; and, discuss some factors and trends that may help explain these. We conclude that the literature displays two competing trends: while it is inclined to become fragmented beyond the scope of the 'mitigation' black box, it also tends to cluster along the lines of methodological distinctions traditionally contested within the social sciences. This, in turn, highlights the persistence of disciplinary divisions within an allegedly interdisciplinary field.

Dabos, Marcelo P.; Gantman, Ernesto R.; Fernandez Rodriguez, Carlos J. (2019):

The Prestige of Social Scientists in Spain and France. An Examination of Their h-Index Values Using Scopus and Google Scholar.

In: *Minerva* 57 (1), S. 47–66. DOI: 10.1007/s11024-018-9358-0.

Abstract:

We analyze the prestige of 1,500 scholars in economics, sociology, and management who have Spanish and French institutional affiliations operationalized by their h-index in Scopus and Google Scholar. We use a negative binomial count model to examine how some individual factors affect the h-index from both databases. The results show a non-monotonic relationship between the researchers' career length and their h-index. There is a positive and statistically significant relationship between total research output and the h-index. The share of publications in English over total publications has also a positive and statistically significant effect on the h-index, except in a single case, while the share of publications in other foreign languages does not have such effect. Finally, we found that the effects of the number of citations received by documents in English (international impact) and by those in the vernacular language (local or regional impact) on the h-index vary according to the database, the country, and the discipline in question.

Feld, Adriana (2019):

Science, Politics/Policy and the Cold War in Argentina. From Concepts to Institutional Models in the 1950s and '60s.

In: *Minerva* 57 (4), S. 523–547. DOI: 10.1007/s11024-019-09379-0.

Abstract:

This paper analyses how the Cold War influenced the discourses on basic research and on Science and Technology Policies (STPs) of some leaders of the Argentine research community. It explores two key intersections to study the Cold War: the first between politics and policies; the second between the global and the regional/national. The basic assumption is that, just as there was no one Cold War, specific regional and national traits lent specific meanings to basic research. In dialogue with the literature on Latin American history of STPs, on Cold War and on the conceptual history of science, the paper identifies three discursive configurations around S&T: the first refers to the semi-peripheral scientific context; the second is associated with the 'democracy-totalitarianism' dichotomy, and the third is linked to the 'development-dependence' dichotomy. Finally, the paper also traces some connections between these discourses and the institutional models proposed by different key actors of the research community to implement STPs.

Hendriks, Barbara; Simons, Arno; Reinhart, Martin (2019):

What are Clinician Scientists Expected to do? The Undefined Space for Professionalizable Work in Translational Biomedicine.

In: *Minerva* 57 (2), S. 219–237. DOI: 10.1007/s11024-019-09367-4.

Abstract:

Clinician scientists have gained institutional support in the era of translational research, as the key solution to closing the translational gap between biomedical research and medical practice. However, clinician scientists remain an endangered species in search of a secure niche, while new grants and training programs attempt to counteract their measurable decline in numbers over the past decades. Our study asks how an occupational space for clinician scientists is currently situated between the politics of translation, professional dynamics, and the specialization of academic disciplines. We interviewed clinician scientists, their adjacent professions clinicians and biomedical researchers, and contrast their views with expectations from the discourse on clinician scientists in the biomedical and policy literature. We identify professionalizable work and tasks that relate to, first, being able to speak the two languages of both clinic and research, second, translating patients' needs and clinical experience for further research, and third, counteracting the trends towards specialization by providing an inclusive point of view. We find that clinician scientists are overburdened with fulfilling a hybrid role of simultaneously being clinicians and scientists. Based on these findings, we suggest a path for the future professional development of clinician scientists towards the role of a translator.

Hessels, Laurens K.; Franssen, Thomas; Scholten, Wout; Rijcke, Sarah de (2019):

Variation in Valuation. How Research Groups Accumulate Credibility in Four Epistemic Cultures.

In: *Minerva* 57 (2), S. 127–149. DOI: 10.1007/s11024-018-09366-x.

Abstract:

This paper aims to explore disciplinary variation in valuation practices by comparing the way research groups accumulate credibility across four epistemic cultures. Our analysis is based on case studies of four high-performing research groups representing very different epistemic cultures in humanities, social sciences, geosciences and mathematics. In each case we interviewed about ten researchers, analyzed relevant documents and observed a couple of meetings. In all four cases we found a cyclical process of accumulating credibility. At the same time, we found significant differences in the manifestation of the six main resources that are part of the cycle, the mechanisms of conversion between these resources, the overall structure and the average speed of the credibility cycle. The different ways in which the groups use data and produce arguments affect the whole cycle of accumulating credibility. In some cultures, journal publications are the main source of recognition, but in others one can earn significant amounts of recognition for conference contributions or service to the academic community. Moreover, the collaboration practices in the respective fields strongly influence the connection between arguments and publications. In cultures where teams of researchers collaboratively produce arguments, it is more strongly embedded in the process of writing publications. We conclude that the credibility cycle can only be used as an analytical tool to explain the behavior of researchers or research groups when taking differences across epistemic cultures into account.

Hladchenko, Myroslava; Pinheiro, Romulo (2019):

Implementing the Triple Helix Model. Means-Ends Decoupling at the State Level?

In: *Minerva* 57 (1), S. 1–22. DOI: 10.1007/s11024-018-9355-3.

Abstract:

The Triple Helix is a global model originating in developed economies but less developed countries have also made attempts to implement it into their national contexts. Meanwhile, the national context can be characterised by means-ends decoupling at the state level which implies that policies and practices of the state are disconnected from its core goal of creating public welfare. It refers to the oligarchic economies in which the state is captured by exploitative, rent-seeking oligarchies in business and politics. Ukraine is an example of such a country. Thus, the research question is: how did means-ends decoupling at the state level affect the implementation of the Triple Helix model in Ukraine? To answer this question, we employed both rational choice institutionalism and sociological institutionalism. The data emanate from interviews with the senior managers of four universities and science parks established within them. The findings reveal that means-ends decoupling at the state level, caused by the rent-seeking behaviour of business and political oligarchies, led to the

implementation of the Triple Helix model in Ukraine also reflecting a case of means-ends decoupling. The greater the institutional complexity experienced by the science park and the more the senior managers of the university and the science park maintain a logic of confidence in practices that deviate from the Triple Helix model, the greater rent-seeking and means-ends decoupling at the organisational level. Both rent-seeking and means-ends decoupling were found to not only hinder economic growth but also result in a diversion of human intellectual capital.

Johann, David; Mayer, Sabrina Jasmin (2019):

The Perception of Scientific Authorship Across Domains.

In: *Minerva* 57 (2), S. 175–196. DOI: 10.1007/s11024-018-9363-3.

Abstract:

We extend previous research by systematically investigating whether perceptions of scientific authorship vary between domains. Employing regulations for authorship of scientific journals as well as the Scientists Survey 2016 conducted by the German Centre for Higher Education Research and Science Studies (DZHW), we provide a comprehensive picture of perceptions of scientific authorship across domains from the perspective of the supply side (journals) as well as the demand side (researchers). We find considerable differences in the perception of authorship across disciplines on both sides. Hence, not only domain-specific formal norms, but also domain-specific statements about ideals can be observed with regard to scientific authorship. The results have important implications: in order to avoid that researchers in disciplines with much narrower definitions of authorship are disadvantaged when compared to their colleagues from disciplines that rely on broader authorship definitions, domain-specific perceptions of authorship should be taken into account when allocating funding and jobs.

Johnes, Geraint (2019):

The Incidence of and Returns to ‘Overeducation’. PIAAC Evidence on the G7.

In: *Minerva* 57 (1), S. 85–107. DOI: 10.1007/s11024-018-9357-1.

Abstract:

PIAAC data are used to evaluate the extent of overeducation in G7 countries. Incidence of overeducation is seen to vary systematically with a number of demographic characteristics. The impact of overeducation on remuneration is then estimated using quantile regression. This impact is observed to be minor, suggesting that while some individuals have qualifications in excess of those required to undertake their job, their additional human capital is nonetheless rewarded. Care therefore needs to be taken in interpreting measures of overeducation.

Kim, Bo Kyoung; Hwang, Hokyuu; Cho, Hee Jin; Jang, Yong Suk (2019):

The Rationalization of Korean Universities.

In: *Minerva* 57 (4), S. 501–521. DOI: 10.1007/s11024-019-09377-2.

Abstract:

The expansion of the higher education system and the rationalization of universities in South Korea, while broadly following the global patterns, reflect the characteristics of the national political system. We show the rapid growth of universities and document core organizational changes among universities: the elaboration of faculty performance evaluation rules, the expansion and differentiation of central administrations, and the emergence of engagement in vision statements. These changes, constructing universities as organizational actors, parallel the changes in higher education systems elsewhere. However, the uniqueness of the Korean experience lies with the role of the state as a catalyst guiding the overall direction and the structure and strategy of universities. We discuss the implications of our research for the rationalization of universities in a highly centralized system.

Koch, Natalie; Vora, Neha (2019):

Laboratories of Liberalism. American Higher Education in the Arabian Peninsula and the Discursive Production of Authoritarianism.

In: *Minerva* 57 (4), S. 549–564. DOI: 10.1007/s11024-019-09382-5.

Abstract:

American university globalization has increasingly targeted and been courted by authoritarian states. While the reasons for these partnerships are manifold-including the ease of top-down large-scale monetary investment, “knowledge economy” development strategies, social engineering programs, and other corporate and imperial entanglements-an overwhelming discourse has emerged around higher education initiatives in places like the Arabian Peninsula, China, Singapore, and Central Asia that juxtaposes liberalism (in the form of higher education) with the illiberal, authoritarian contexts it is supposedly encountering within the framework of neoliberal globalization. Through a discussion of American branch campuses in Qatar and the UAE, this article traces a more complex web of actors whose interests may include neoliberal and imperial inclinations but are not reducible to them. By focusing on the discursive framings of these branch campus initiatives, we show how the notion of “liberal education” operates as a global discourse of power through American branch campuses in the Arabian Peninsula and, by extension, other nondemocratic states around the world. Specifically, we argue that the very concept of “authoritarianism” is discursively produced in and through these university projects, and simultaneously builds (upon) an idealized narrative about the national self in the United States that erases existing and emerging inequalities-indeed, authoritarianisms-within the home spaces of American academia.

Laidlaw, Tess (2019):

Pandemic Stories. Rhetorical Motifs in Journalists’ Coverage of Biomedical Risk.

In: *Minerva* 57 (4), S. 433–451. DOI: 10.1007/s11024-019-09383-4.

Abstract:

This paper argues that journalists’ discursive actions in an outbreak context manifest in identifiable rhetorical motifs, which in turn influence the delivery of biomedical information by the media in such a context. Via a critical approach grounded in rhetorical theory, I identified three distinct rhetorical motifs influencing the reportage of health information in the early days of the H1N1 outbreak. A public-health motif was exhibited in texts featuring a particular health official and offering the statements of such an official as a mechanism of reassurance. A concealment-of-information motif was exhibited in texts emphasizing the importance of the transparency of health officials, and in texts demonstrating ambivalence about information provided by socially-sanctioned sources. Finally, in texts mythologizing the outbreak to the exclusion of other functions of the text (e.g., conveying who is at risk, protective behaviours, symptoms), I identified a pandemic motif. Each motif differs in the conclusions it offers to audiences seeking to gauge relative levels of risk, and to receive information about protective behaviours. I suggest that one means of interpreting the manifestation of distinct rhetorical motifs in the context of a high-risk health threat is the certainty that this context alters moral responsibilities, consequently influencing the manifestation of narrative role.

Lindvig, Katrine; Hillersdal, Line (2019):

Strategically Unclear? Organising Interdisciplinarity in an Excellence Programme of Interdisciplinary Research in Denmark.

In: *Minerva* 57 (1), S. 23–46. DOI: 10.1007/s11024-018-9361-5.

Abstract:

While interdisciplinarity is not a new concept, the political and discursive mobilisation of interdisciplinarity is. Since the 1990s, this movement has intensified, and this has affected central funding bodies so that interdisciplinarity is now a de facto requirement in successful grant application. As a result, the literature is ripe with definitions, taxonomies, discussions and other attempts to grasp and define the concept of interdisciplinarity. In this paper, we explore how strategic demands for interdisciplinarity meet, interact with and change local research practices and results of higher education and research. Our aim is to question and trace the consequences of applying the slippery and difficult term interdisciplinarity in research. The paper is based on ethnographic fieldwork in a Danish interdisciplinary research programme, where we observed and analysed practices of writing, publishing, collaboration and educational development in five different research projects. We show how the call for interdisciplinarity was mobilised in a way that rendered the incentives and motives behind the

programme unclear. Furthermore, we argue that the absence of clear definitions and assessment criteria produced a dominant, all-inclusive, but vague, configuration of interdisciplinarity that affected the research outcome, and ultimately, promoted and reproduced the existing monodisciplinary research and power structures.

Matthies, Hildegard; Torka, Marc (2019):

Academic Habitus and Institutional Change. Comparing Two Generations of German Scholars.

In: *Minerva* 57 (3), S. 345–371. DOI: 10.1007/s11024-019-09370-9.

Abstract:

Since the 1980s scholars have been increasingly confronted with expectations to orient themselves toward societal and economic priorities. This normative demand for societal responsiveness is inscribed in discourses aimed at increasing the usefulness, competitiveness, and control of academia. New performance criteria, funding conditions, and organizational forms are central drivers of this debate - thereby, they change the conditions in which scholars conduct research and advance their careers. However, little is known so far about the impact these institutional changes have on the habitus of academics. This article analyzes how stable and consistent habitus formations among academics turn out to be in the course of institutional changes. We compare the habitus formations of two generations of German scholars before and after institutional changes gained pace in Germany. Three distinct habitus formations can be identified, which we refer to as “self-fulfilling,” “self-surpassing,” and “self-asserting.” These habitus formations hold across the two generations, but the lines between them become blurry in the new generation.

Mueller, Ruth; Kaltenbrunner, Wolfgang (2019):

Re-disciplining Academic Careers? Interdisciplinary Practice and Career Development in a Swedish Environmental Sciences Research Center.

In: *Minerva* 57 (4), S. 479–499. DOI: 10.1007/s11024-019-09373-6.

Abstract:

Interdisciplinarity is often framed as crucial for addressing the complex problems of contemporary society and for achieving new levels of innovation. But while science policy and institutions have provided a variety of incentives for stimulating interdisciplinary work throughout Europe, there is also growing evidence that some aspects of the academic system do not necessarily reward interdisciplinary work. In this study, we explore how mid-career researchers in an environmental science research center in Sweden relate to and handle the distinct forms of uncertainty that arise from conflicting institutional and policy impulses. Our material suggests that interdisciplinary academics are often confronted with and at times themselves operate with a surprisingly dichotomous, value-laden view of their research practice. Disciplinarity is primarily associated with the ideals of scientific rigor, while interdisciplinarity becomes conflated with application-oriented work and a lack of ‘theory.’ We also draw attention to the underlying practical dynamics that reproduce this tension and entangle it with the very process of academic socialization. Specifically, we analyze the ambivalent consequences of the various work-arounds that researchers rely on to carve out opportunities for ongoing interdisciplinary research within heterogeneous funding landscapes. These tactics turn out to be undermined by the overriding normative power of formal career incentives at universities, which continue to emphasize the ideals of the individual high-performing academic who publishes in disciplinary journals and attracts the most selective grants. Under such circumstances, the work-arounds themselves become an insidious mechanism that allows researchers to stay in academia but systematically marginalizes their voices and epistemic ambitions in the process.

Pielke, Jr., Roger; Linner, Bjorn-Ola (2019):

From Green Revolution to Green Evolution. A Critique of the Political Myth of Averted Famine.

In: *Minerva* 57 (3), S. 265–291. DOI: 10.1007/s11024-019-09372-7.

Abstract:

This paper critiques the so-called “Green Revolution” as a political myth of averted famine. A “political myth,” among other functions, reflects a narrative structure that characterizes understandings of causality between policy action and outcome.

As such, the details of a particular political myth elevate certain policy options (and families of policy options) over others. One important narrative strand of the political myths of the Green Revolution is a story of averted famine: in the 1950s and 1960s, scientists predicted a global crisis to emerge in the 1970s and beyond, created by a rapidly growing global population that would cause global famine as food supplies would not keep up with demand. The narrative posits that an intense period of technological innovation in agricultural productivity led to increasing crop yields which led to more food being produced, and the predicted crisis thus being averted. The fact that the world did not experience a global famine in the 1970s is cited as evidence in support of the narrative. Political myths need not necessarily be supported by evidence, but to the extent that they shape understandings of cause and effect in policymaking, political myths which are not grounded in evidence risk misleading policymakers and the public. We argue a political myth of the Green Revolution focused on averted famine is not well grounded in evidence and thus has potential to mislead to the extent it guides thinking and action related to technological innovation. We recommend an alternative narrative: The Green Evolution, in which sustainable improvements in agricultural productivity did not necessarily avert a global famine, but nonetheless profoundly shaped the modern world. More broadly, we argue that one of the key functions of the practice of technology assessment is to critique and to help create the political myths that preserve an evidence-grounded basis for connecting the cause and effect of policy action and practical outcomes.

Radin, Joanna (2019):

Alternative Facts and States of Fear. Reality and STS in an Age of Climate Fictions.

In: *Minerva* 57 (4), S. 411–431. DOI: 10.1007/s11024-019-09374-5.

Abstract:

In the decades since the Science Wars of the 1990s, climate science has become a crucible for the negotiation of claims about reality and expertise. This negotiation, which has drawn explicitly on the ideas and techniques of science and technology studies (STS), has taken place in genres of fiction as well as non-fiction, which intersect in surprising ways. In this case study, I focus on two interwoven strands of this history. One follows Michael Crichton's best-selling 2004 novel, *State of Fear* and its reception by neo-conservatives as a commentary on the mis-uses of facts to stoke fear about anthropogenic climate change. The other considers Naomi Oreskes and Erik M. Conway's 2010 publishing success *Merchants of Doubt* as the inverse, a demonstration of the forms of disinformation that have been used to undermine scientific consensus around climate change. I show that both Crichton's as well as Oreskes and Conway's approaches were critiqued by academic STS even as their accounts constituted the most high-profile performances of its stakes and the politics of knowledge since the Science Wars. In highlighting the STS practices deployed by each, as well as how those practices were differently linked to accusations of fear-mongering and a perversion of the purity of STS, I demonstrate the need for a reflexive history of STS. Such an approach, I argue, can better consider the social life of STS ideas and practices amidst calls for more politically-engaged approaches to knowledge production.

Roumbanis, Lambros (2019):

Symbolic Violence in Academic Life. A Study on How Junior Scholars are Educated in the Art of Getting Funded.

In: *Minerva* 57 (2), S. 197–218. DOI: 10.1007/s11024-018-9364-2.

Abstract:

It is widely recognized that universities all around Europe have taken on a more market-oriented approach that has changed the core of academic work life. This has led to a precarious situation for many junior scholars, who have to seek research funding to cover their own wages in an increasingly fierce competition over scarce resources. Thus, at present, research funding is a Gordian knot that must be cut by each individual researcher. As a response to this situation, some Swedish universities provide guidance to junior scholars on how to navigate in an increasingly entrepreneurial academia through open lectures by senior and successful professors. In this paper, I study these lectures as socialization processes and the role of symbolic violence in the justification of a competitive academic work ethos as well as a pragmatic acceptance of the prevailing funding conditions. The aim is to explore the role of a subtle form of power wielding that is not immediately understood or recognized as power, but that nonetheless reproduces a market-like behavior and legitimizes a career system marked by uncertainty, shortcomings and contradictions.

Samuel, Gabrielle; Derrick, Gemma E.; van Leeuwen, Thed (2019):

The Ethics Ecosystem. Personal Ethics, Network Governance and Regulating Actors Governing the Use of Social Media Research Data.

In: *Minerva* 57 (3), S. 317–343. DOI: 10.1007/s11024-019-09368-3.

Abstract:

This paper examines the consequences of a culture of “personal ethics” when using new methodologies, such as the use of social media (SM) sites as a source of data for research. Using SM research as an example, this paper explores the practices of a number of actors and researchers within the “Ethics Ecosystem” which as a network governs ethically responsible research behaviour. In the case of SM research, the ethical use of this data is currently in dispute, as even though it is seemingly publically available, concerns relating to privacy, vulnerability, potential harm and consent blur the lines of responsible ethical research behaviour. The findings point to the dominance of a personal, bottom-up, researcher-led, ‘ethical barometer’ for making decisions regarding the permissibility of using SM data. We show that the use of different barometers by different researchers can lead to wide disparities in ethical practice - disparities which are compounded by the lack of firm guidelines for responsible practice of SM research. This has widespread consequences on the development of shared norms and understandings at all levels, and by all actors within the Ethics Ecosystem, and risks inconsistencies in their approaches to ethical decision-making. This paper argues that this governance of ethical behaviour by individual researchers perpetuates a negative cycle of academic practice that is dependent on subjective judgements by researchers themselves, rather than governed by more formalised academic institutions such as the research ethics committee and funding council guidelines.

Sarac-Lesavre, Basak; Laurent, Brice (2019):

Stress-Testing Europe. Normalizing the Post-Fukushima Crisis.

In: *Minerva* 57 (2), S. 239–260. DOI: 10.1007/s11024-018-9362-4.

Abstract:

The Fukushima accident was a crisis in Japan, and a crisis elsewhere. In Europe, the aftermath of Fukushima was a period of intense questioning, about how to ensure the safety of nuclear reactors, and how, at the same time, ensure the ability of the European Union to act as a consistent political actor in the face of potentially catastrophic risks. Using empirical material related to the post-Fukushima stress tests and the subsequent discussions about the European regulatory framework for nuclear safety, this paper shows that stress tests have provided a peculiar form of European intervention, restabilizing regulatory boundaries while extending the European gaze. It describes the overall operation thereby performed as the normalization of the crisis whereby the exceptional situation enters the realm of the normal functioning of the public administrations, and where the actions undertaken take the form of the legal norm.

Tavares, Orlanda; Sin, Cristina; Lanca, Vasco (2019):

Inbreeding and Research Productivity Among Sociology PhD Holders in Portugal.

In: *Minerva* 57 (3), S. 373–390. DOI: 10.1007/s11024-019-09378-1.

Abstract:

In Portugal, research productivity is nowadays essential for the positive assessment of academics, research units and study programmes. Academic inbreeding has been highlighted in the literature as one of the factors influencing research productivity. This paper tests the hypothesis that inbreeding is detrimental for research productivity, measured through the number of publications listed in Scopus. The study resorts to a database provided by the national Agency for Assessment and Accreditation of Higher Education (A3ES), which comprises all academics teaching in all Portuguese institutions in the academic year 2015/2016. The sample selected for the analysis contains all academics with a PhD.

Tobiason, Glory (2019):

Countering Expert Uncertainty. Rhetorical Strategies from the Case of Value-Added Modeling in Teacher Evaluation.

In: *Minerva* 57 (1), S. 109–126. DOI: 10.1007/s11024-018-9359-z.

Abstract:

This study investigates how uncertainty works in science policy debates by considering an unusual case: one in which uncertainty-based arguments for delay come from the scientific community, rather than industry actors. The case I present is the central use of value-added modeling (VAM) in the evaluation of individual teachers, a controversial trend in education reform. In order to understand how policy actors might counter inconvenient statements of uncertainty from experts, I analyze speeches from Education Secretary Arne Duncan, a committed and influential advocate of VAM. I identify a three-part rhetorical tactic, the Overcaution Allegation, and describe its persuasive potential to legitimize policies that elicit caution from the scientific community because they are built on uncertain science.

Williams, Logan D. A.; Woodson, Thomas S. (2019):

Enhancing Socio-technical Governance. Targeting Inequality in Innovation Through Inclusivity Mainstreaming.

In: *Minerva* 57 (4), S. 453–477. DOI: 10.1007/s11024-019-09375-4.

Abstract:

Socio-technical governance has been of long-standing interest to science and technology studies and science policy studies. Recent calls for midstream modulation direct attention to a more complicated model of innovation, and a new place for social scientists to intervene in research, design and development. This paper develops and expands this earlier work to demonstrate how a suite of concepts from science and technology studies and innovation studies can be used as a heuristic tool to conduct real-time evaluation and reflection during the process of innovation - upstream, midstream, and downstream. The result of this new protocol is inclusivity mainstreaming: determining if and how marginalized peoples and perspectives are being maximally incorporated into the model of innovation, while highlighting common problems of inequality that need to be addressed.

Reviews

Skupien, Stefan (2019):

Searching for Macro-Meso-Micro-Level Links in Studies of North-South Research Collaborations.

[Essay Review]. In: *Minerva* 57 (3), S. 391–410. DOI: 10.1007/s11024-019-09371-8.

Abstract:

Scientific collaboration between Northern and Southern researchers and development programs for research capacity-building have received new attention of practitioners and scholars during the last decades. This essay review takes four recent publications on North-South research cooperation and development politics as a starting point to ask for possible links between macro-, meso-, and micro-levels of social analysis that has found renewed interest in the sociology of science literature. The approach has the advantage to heuristically systematize the anthropological, sociological and policy-driven approaches chosen by the editors and authors of the books under review. Moreover, the focus on links between the three levels adds to the conceptual interaction of sociology of science and the science policy fields to estimate the effects of science governance in international and especially in asymmetrical relations with different access to resources.

Reviewed books:

Adriansen, Hanne Kirstine, Lene Møller Madsen, and Stig Jensen, (eds.). 2016. Higher Education and Capacity Building in Africa: The Geography and Power of Knowledge Under Changing Conditions. London: Routledge.

Cherry, Andrew, James Arthur Haselip, Gerard Ralphs, and Isabella Wagner, (eds.). 2018. Africa-Europe Research and Innovation Cooperation: Global Challenges, Bi-Regional Responses. Palgrave Pivot. Palgrave Macmillan. Cham: Springer International. (Open Access)

Halvorsen, Tor, and Jorun Nossun, (eds.). 2016. North-South Knowledge Networks: Towards Equitable Collaboration between Academics, Donors and Universities. Cape Town: African Minds. (Open Access)

Koch, Susanne, and Peter Weingart. 2016. The Delusion of Knowledge Transfer: The Impact of Foreign Aid Experts on Policy-making in South Africa and Tanzania. Cape Town: African Minds. (Open Access)

van den Belt, Henk (2019):

Esha Shah, *Who is the Scientist-Subject? Affective History of the Gene*. Routledge, London and New York, 2018.

[Review]. In: *Minerva* 57 (2), S. 261–264. DOI: 10.1007/s11024-019-09376-3.

Editorials

Hjorth, Daniel; Meyer, Renate; Reay, Trish (2019):

Happy 40th Birthday, Organization Studies! Looking Back and Looking Ahead.

[Editorial]. In: *Organization Studies* 40 (12), S. 1779–1783. DOI: 10.1177/0170840619891502.

Hjorth, Daniel; Meyer, Renate; Reay, Trish (2019):

Introduction to the X and Organization Studies Issue.

[Introduction]. In: *Organization Studies* 40 (10), S. 1443–1444. DOI: 10.1177/0170840619877117.

Hoellerer, Markus A. (2019):

Celebrating 40 Years of Organization Studies.

[Editorial]. In: *Organization Studies* 40 (12), S. 1785–1786. DOI: 10.1177/0170840619891503.

Kourula, Arno; Moon, Jeremy; Salles-Djelic, Marie-Laure; Wickert, Christopher (2019):

New Roles of Government in the Governance of Business Conduct. Implications for Management and Organizational Research.

[Introduction]. In: *Organization Studies* 40 (8, SI), S. 1101–1123. DOI: 10.1177/0170840619852142.

Abstract:

In this introductory paper for the special issue “Government and the Governance of Business Conduct: Implications for Management and Organization”, we focus on government as an institution in the broader context of the governance of business conduct. We review the longevity and heterogeneity of governmental actors along with, and in relation to, the evolving role and place of business and civil society actors under the double challenge of privatization and globalization over the last three to four decades. In so doing we track the evolution of government’s primary governance roles. We suggest that part of the organization and management scholarship builds upon problematic assumptions when it comes to the role(s) of government in the governance of business conduct. We suggest that while governments might be losing some power, they are also acquiring and deploying it in other areas; that governments are taking on new governance roles in relation to business conduct; that government regulation may contribute positively to the governance of business conduct; and that government is an ever-important focus for management and organizational research. We show how the six contributing papers to the Special Issue both illustrate these arguments and reveal new roles for government in the contemporary governance of business conduct. We end by proposing a research agenda for the further exploration of government in governance.

Salvato, Carlo; Chirico, Francesco; Melin, Leif; Seidl, David (2019):

Coupling Family Business Research with Organization Studies. Interpretations, Issues and Insights.

[Introduction]. In: *Organization Studies* 40 (6, SI), S. 775–791. DOI: 10.1177/0170840619841402.

Abstract:

Family-controlled firms are the most widespread form of business organization, but they have so far attracted limited attention from organizational scholars. The present work suggests that coupling research on family business organizations with organization studies will substantially benefit both areas of scholarly research. We explore how the five core defining features of family firms ownership, management and governance, transgenerational intention, generational involvement and perceived identity - may be illuminated by extant research in organization studies, and how, in turn, organizational studies may be extended by investigating its key themes in the empirical context of family firms.

Original Articles

Bencherki, Nicolas; Bourgoin, Alaric (2019):

Property and Organization Studies.

In: *Organization Studies* 40 (4), S. 497–513. DOI: 10.1177/0170840617745922.

Abstract:

Property is pervasive, and yet we organization scholars rarely discuss it. When we do, we think of it as a black-boxed concept to explain other phenomena, rather than studying it in its own right. This may be because organization scholars tend to limit their understanding of property to its legal definition, and emphasize control and exclusion as its defining criteria. This essay wishes to crack open the black box of property and explore the many ways in which possessive relations are established. They are achieved through work, take place as we make sense of signs, are invoked into existence in our speech acts, and travel along sociomaterial networks. Through a fictionalized account of a photographic exhibition, we show that property overflows its usual legal-economic definition. Building on the case of the photographic exhibit, we show that recognizing the diversity of property changes our rapport with organization studies as a field, by unifying its approaches to the individual-vs.-collective dilemma. We conclude by noting that if theories can make a difference, then whoever controls the assignment of property - including academics who ascribe properties to their objects of study - decides not only who has or who owns what, but also who or what that person or thing can be.

Benton, Richard A. (2019):

Brokerage and Closure in Corporate Control. Shifting Sources of Power for a Fractured Corporate Board Network.

In: *Organization Studies* 40 (11), S. 1631–1656. DOI: 10.1177/0170840618789198.

Abstract:

Structural sources of power have shifted dramatically in corporate America. Recently, the fracturing of the corporate interlock network threatens corporate managers' capacity to act as a unified group in support of their shared interests, potentially destroying managerialism and elevating shareholder power. Paradoxically, however, the fracturing of the corporate elite has not led to a widespread retreat of managerialism. Corporate managers have replaced their collective structural resources, embedded in their board interlock network, with organizational structural resources located within their firms. By adopting lone-insider board structures where the CEO is the only employee on the board of directors, CEOs establish brokerage positions within their focal firms, allowing them to preserve their autonomy even as the broader network withers. Firms nested in cohesive communities were the first to adopt lone-insider boards, supplementing and eventually replacing closure with brokerage as a structural resource. These alternative structural resources operated to preserve managerialism during different times. Network closure traditionally helped to preserve managerialism against shareholder pressure, but this effect disappeared as the network fragmented in the mid-2000s. In its absence, managers increasingly relied on organizational brokerage positions to maintain their autonomy. Consequently, managerialism remains surprisingly robust in the era of a fractured corporate board interlock network because top managers have become more focused on establishing positions of power within their own firms.

Beunza, Daniel; Ferraro, Fabrizio (2019):

Performative Work. Bridging Performativity and Institutional Theory in the Responsible Investment Field.

In: *Organization Studies* 40 (4), S. 515–543. DOI: 10.1177/0170840617747917.

Abstract:

Callon's performativity thesis has illuminated how economic theories and calculative devices shape markets, but has been challenged for its neglect of the organizational, institutional and political context. Our seven-year qualitative study of a large financial data company found that the company's initial attempt to change the responsible investment field through a performative approach failed because of the constraints posed by field practices and organizational norms on the design of the calculative device. However, the company was subsequently able to put in place another form of performativity by attending to the normative and regulative associations of the device. We theorize this route to performativity by proposing the concept of performative work, which designates the necessary institutional work to enable translation and the subsequent adoption of the device. We conclude by considering the implications of performative work for the performativity and the institutional work literatures.

Beyes, Timon; Costas, Jana; Ortmann, Guenther (2019):

Novel Thought. Towards a Literary Study of Organization.

In: *Organization Studies* 40 (12), S. 1787–1803. DOI: 10.1177/0170840619874458.

Abstract:

Novels espouse an epistemological freedom that is beyond even experimental forms of scholarly research and writing. Precisely this freedom makes novels so conducive to thought. Their enduring presence in organization studies demonstrates literary fiction's power of conveying how things are, might be, or can be thought of; of inventing new ways of seeing; of enabling different vocabularies as well as staging and transmitting specific affects. In this paper, we trace the mutual 'contamination' between the novel and organization studies as well as discuss different modes of engaging prose fiction, drawing on Ranciere's ethical, representative and aesthetic regimes of art. With a special nod to Kafka's novels and stories and also McCarthy's *Satin Island*, we outline the contours of a literary study of organization and introduce the special themed section on 'The Novel and Organization Studies'.

Boghossian, Johnny; Marques, Jose Carlos (2019):

Saving the Canadian Fur Industry's Hide. Government's strategic use of private authority to constrain radical activism.

In: *Organization Studies* 40 (8, SI), S. 1241–1267. DOI: 10.1177/0170840618815928.1177/0170840618815928.

Abstract:

We examine the relationship between private and public regulatory authority in contexts characterized by radical transnational activist contestation against industry practices. Employing a comparative case design, we study government responses to similar activist campaigns calling for a trade ban on Canada's sealing and fur industries. Relying on conventional public authority, the Canadian government was unable to prevent a European ban on seal skin products, leading to the collapse of its sealing industry. In contrast, its response to anti-fur trapping activists successfully employed private authority in the form of a standard-setting multi-stakeholder initiative (MSI). Doing so not only averted a ban but effectively shut down international debate over restrictions concerning the sale of products using trapped fur. Drawing from social movement theory on activist heterogeneity and political opportunity structure, we introduce a novel conceptualization of standard-setting MSIs as strategic instruments employed by governments to constrain the political opportunities for radical transnational activists. Our findings contribute to the literatures examining interactions between private and public regulatory authority, instruments of government repression and the political dynamics surrounding MSIs.

Bothello, Joel; Nason, Robert S.; Schnyder, Gerhard (2019):

Institutional Voids and Organization Studies. Towards an epistemological rupture.

In: *Organization Studies* 40 (10), S. 1499–1512. DOI: 10.1177/0170840618819037.

Abstract:

In this essay, we critique the usage of the term 'institutional void' to characterize non-Western contexts in organizational studies. We explore how 'conceptual stretching' of institutional voids - specifically, the theoretical and geographic expansion of the concept - has led not only to poor construct clarity, but also pejorative labelling of non-Western countries. We argue that research using this term perpetuates an ethnocentric bias by deifying market development and overlooking the richness and power of informal and non-market institutions in shaping local economic activity. We call for an 'epistemological rupture' to decolonize organizational scholarship in non-Western settings and facilitate contextually grounded research approaches that allow for more indigenous theorization.

Brattstrom, Anna; Faems, Dries; Mahring, Magnus (2019):

From Trust Convergence to Trust Divergence. Trust Development in Conflictual Interorganizational Relationships.

In: *Organization Studies* 40 (11), S. 1685–1711. DOI: 10.1177/0170840618789195.

Abstract:

Whereas extant research on trust in interorganizational relationships tends to focus on trust convergence - i.e. members of one focal firm developing similar trust perceptions toward a partner firm - we shift focus to trust divergence - i.e. members of one focal firm developing different trust perceptions toward a partner firm. To explore trust divergence, we conduct an inductive, longitudinal study of one interorganizational relationship characterized by mutual transgressions. We identify shifts in attentional perspectives and referent categorizations as two novel mechanisms for theorizing trust development in interorganizational relationships. In particular, we develop a process model illuminating how these two mechanisms can contribute to trust development patterns in interorganizational relationships that are more discontinuous than existing models would predict. Moreover, we highlight the constructive implications of trust divergence for interorganizational collaboration in the presence of transgression and conflict.

Brewis, Deborah N. (2019):

Duality and Fallibility in Practices of the Self. The 'inclusive subject' in diversity training.

In: *Organization Studies* 40 (1), S. 93–113. DOI: 10.1177/0170840618765554.

Abstract:

The concept of 'inclusion' has been gaining ground in a field known as equality and diversity work. Scholars have begun to both theorise what this concept means as a normative goal and to critically examine how it is mobilised in organisational practice. This paper contributes to the latter conversation by asking what comes to count as 'doing inclusion' at the level of the individual. I examine the practices of diversity training in United Kingdom organisations, in which diversity practitioners seek to transform their trainees into people who will act inclusively toward others, asking: Who is the 'inclusive subject' that is being constructed – imagined, sought and legitimised – through diversity training? What are the conditions of possibility that shape the emergence of this subject? And what are the possibilities that this subject affords to marginalised groups struggling for recognition within organisations? The analysis mobilises Foucault's notions of power/knowledge, discipline, and practices of the self to describe and discuss the performance of inclusive subjectivity in the context of diversity training in the UK. The practices described are found to be facilitated by two key forms of knowledge about how the subject is characterised: duality and fallibility. The discussion of these two forms of knowledge leads us to consider the relations of both discipline and freedom that take place in diversity training.

Brown, Andrew D. (2019):

Identities in Organization Studies.

In: *Organization Studies* 40 (1), S. 7–21. DOI: 10.1177/0170840618765014.

Abstract:

Identities scholarship, in particular that focused on self-identities, has burgeoned in recent years. With dozens of papers on identities in organizations published in this journal by a substantial community, doubtless with more to come, now is an appropriate juncture to reflect on extant scholarship and its future prospects. I highlight three key strands of self-identities research in Organization Studies with particular reference to six articles collected in the associated Perspectives issue of this journal. In reviewing the contribution that work published in Organization Studies has made to debates on the nature of identities, how identities are implicated in organizational processes and outcomes, and the micro-politics of identities formation, I seek also to contribute to ongoing deliberations and to raise issues and questions for further research. I conclude with a call for increased efforts to integrate self-identities issues into the research agendas of sub-fields within organization theory.

Campbell, Norah; McHugh, Gerard; Ennis, P. J. (2019):

Climate Change Is Not a Problem. Speculative Realism at the End of Organization.

In: *Organization Studies* 40 (5), S. 725–744. DOI: 10.1177/0170840618765553.

Abstract:

In this paper, we trace the compounding and escalation of frames to try and encompass the reality of climate change. These frames capture significant aspects, revealing new contours and extreme organizational challenges. However, what if climate change is unframeable? We locate three ontological dimensions of climate change - its unboundedness, incalculability and unthinkability - that make this case. This means that climate change is not a problem that organizations can encompass, divide or draw lines around - some 'thing' that can be recuperated into existing institutional, infrastructural and interpersonal frameworks. Instead, it is calling forth forms of organization without any precedent. We argue that the philosophy of speculative realism, specifically the work of Quentin Meillassoux, reveals climate change as a new World for which we do not have categories. We deploy Meillassoux's concepts which are non-human and rational to think through what climate change is ontologically. Meillassoux's work is characterized as the reintroduction of the old philosophical idea of the absolute, and we use it as a possible way to overcome the equivocal status of climate change without succumbing to despondency and passivity. Rather than a negative, overwhelming threat, climate change gives us what we call a bleak optimism: the realization that climate change has already happened, and that human civilization must learn how to die in a way that is a creative and just foreclosure of the Earth's organizational forms.

Cartel, Melodie; Boxenbaum, Eva; Aggeri, Franck (2019):

Just for fun! How experimental spaces stimulate innovation in institutionalized fields.

In: *Organization Studies* 40 (1), S. 65–92. DOI: 10.1177/0170840617736937.

Abstract:

This paper examines the role of experimental spaces as a source of institutional innovation. We investigate the case of an experimental space that was instrumental in initiating the institutionalization of the European carbon market. Our findings highlight the key role of emotions in the simultaneous distancing from institutionalized patterns and engagement in an alternative action model. We subsequently develop a process model of how experimental spaces initiate institutional innovation in institutionalized fields. This model comprises three forms of institutional work. As previously established, boundary work consists in delineating the space from the field, hence mitigating external institutional pressures. We argue that two additional forms of institutional work are required when field conditions are un conducive to institutional innovation. Distancing work consists in designing rules and procedures that alleviate space members' deep-seated attachment to the field's dominant models. Anchoring work refers to the design of rules and procedures that connect the experimental space and the solution developed inside it to the field, hence facilitating its broader diffusion. We conclude with a discussion of how the design of experimental spaces and the deliberate use of emotions open new doors for generating institutional innovation.

Caygill, Howard (2019):

Miracles of Organization. Chance and Error in Kafka's The Castle.

In: *Organization Studies* 40 (12), S. 1841–1850. DOI: 10.1177/0170840619874459.

Abstract:

Kafka's writings have not only informed our understanding of modern institutions and bureaucratic organizations as forms of domination; they have also knowingly addressed the limits of such understanding, and of theoretical imagination in more general terms. This philosophical essay is situated in the latter mode of thinking with Kafka about the limits of what we assume 'organization' to be or to become. It presents a close reading of *The Castle* as a novel about the miracle of organization. This miracle takes the form of an interruption and temporary suspension of the laws and routines that order and govern the organized world. Yet there is neither a theological higher power nor a mundane organizational power that might save or make use of the miracle (and resolve K.'s predicament). In *The Castle*, even the miraculous is a matter of mere chance and organizational chaos - a sardonic rebuke to the age-old imaginaries and theologies of rational and hierarchical political organization. More than performing a critique of bureaucracy, *The Castle* radicalizes the contingency of organizational operations into matters and situations of miraculous chance which, unrecognized by K, leave without a trace.

Cheney, George (2019):

Timothy Kuhn, Karen L. Ashcraft & François Cooren The Work of Communication: Relational Perspectives on Working and Organizing in Contemporary Capitalism New York and London: Routledge, 2017.

[Review]. In: *Organization Studies* 40 (4), S. 616–619. DOI: 10.1177/0170840618800453.

Christensen, Lars Thøger; Karreman, Dan; Rasche, Andreas (2019):

Bullshit and Organization Studies.

In: *Organization Studies* 40 (10), S. 1587–1600. DOI: 10.1177/0170840618820072.

Abstract:

Bullshit is a ubiquitous communication practice that permeates many dimensions of organizational life. This essay outlines different understandings of bullshit and discusses their significance in the context of organization studies. While it is tempting to reject bullshit as corrosive to rational organizational practice, we argue that it is necessary to understand its organizational significance and performative nature more systematically. We outline different social functions of bullshit focusing on two particular types of managerial practices in which bullshit is likely to play a significant role: commanding and strategizing. On this backdrop, we consider bullshit in terms of the messages, senders and receivers involved, focusing especially on the dynamics between these dimensions in the context of organizations. The final part of this essay debates the reasons why bullshit, which is recognized by organizational members, is rarely called and rejected explicitly.

Contu, Alessia (2019):

Conflict and Organization Studies.

In: *Organization Studies* 40 (10), S. 1445–1462. DOI: 10.1177/0170840617747916.

Abstract:

What is the relation between conflict and organization studies? Is conflict theorized today and, if so, how? I look first at what students of management are taught about organizational conflict - the knowledge imparted to them, its assumptions and ethico-political consequences. By reactivating Mary Follett's insight of conflict as 'differences in the world' I consider more broadly how organization studies, with its different theoretical apparatuses, treats conflict and in so doing participates in the co-constitution of the social order: what it means to work, to organize and to live specific ways of life. Organization studies attempts to domesticate conflict by reference to a fundamental fantasy that modulates, controls and stabilizes differences. Harmonious fantasies in the 'functionalist perspective' and the 'behavioural theory of the firm' are

discussed. Special attention is paid to the 'organizational economic perspective' with its economist fantasy for the part it has played in cementing our contemporary hegemonic market governance. At present, cracks in the market governance are becoming glaring and differences are emerging that the specific apparatus of conflict domestication is struggling to accommodate. I suggest that organizational theorists rethink the theorizing apparatus of organization studies, and consider taking on a form of theorizing called 'demiurgic theorizing'. This forwards a type of knowledge production that puts differences at centre stage and faces up to the contemporary conflict demands of our time with responsibility and accountability.

Cornelissen, Joep (2019):

Imagining Futures for Organization Studies. The Role of Theory and of Having Productive Conversations towards Theory Change.

In: *Organization Studies* 40 (1), S. 55–58. DOI: 10.1177/0170840618767468.

Abstract:

"In this rejoinder to [Reed and Burrell \(2018\)](#), I will offer some reflections on their essay. Reed and Burrell offer a provocative antidote to what they feel is the propagation of an overly stale, linear and predictable form of organization studies that is based on a nomothetic normal science model. In such a model, organization studies involves the pursuit of building up an ever more structured "house", or repository, of knowledge. The provocation they offer is that instead of being guided by structural metaphors that focus on *building the foundations* for an ever more refined and elaborate common theoretical *framework* or "architecture" ([Davis, 2010](#)) for the field (cf. [Lakoff & Johnson, 1980](#)), organization studies is better served by a focus on "alternative imaginary edifices" such as the image of "ruins" which suggests a radically different path for organizational theory development and research. [...]"

Costas, Jana; Grey, Chris (2019):

Violence and Organization Studies.

In: *Organization Studies* 40 (10), S. 1573–1586. DOI: 10.1177/0170840618782282.

Abstract:

In this paper we argue that violence is curiously both absent and present within organization studies. By violence we mean actual or potential physical harm and, building on an insight from Norbert Elias, we suggest that such violence is both 'totally familiar yet hardly perceived' in organizations. We examine how in two major traditions of organization studies, one deriving from Weber and the other from Foucault, violence figures as, respectively, an 'absent-presence' and a 'present-absence'. We then propose that a sensibility towards violence enables the recognition of 'the blood and bruises' of organizational life: something present close to home as well as faraway; here and now rather than long ago; and featuring in 'normal' organizations as well as in abnormal or exceptional circumstances.

Cutcher, Leanne; Dale, Karen; Tyler, Melissa (2019):

'Remembering as Forgetting'. Organizational commemoration as a politics of recognition.

In: *Organization Studies* 40 (2), S. 267–290. DOI: 10.1177/0170840617727776.

Abstract:

This paper considers the politics of how organizations remember their past through commemorative settings and artefacts. Although these may be seen as 'merely' a backdrop to organizational activity, they form part of the lived experience of organizational spaces that its members enact on a daily basis as part of their routes and routines. The main concern of the paper is with how commemoration is bound up in the reflection and reproduction of hierarchies of organizational recognition. Illustrated with reference to two commemorative settings, the paper explores how organizations perpetuate a narrow set of symbolic ideals attributing value to particular forms of organizational membership while appearing to devalue others. In doing so, they communicate values that undermine attempts to achieve equality and inclusion. Developing a recognition-based critique of this process, the discussion emphasizes how commemorative settings and practices work to reproduce established patterns of exclusion and marginalization. To this end, traditional forms of

commemorative portraiture that tend to close off difference are contrasted with a memorial garden, in order to explore the potential for an alternative, recognition-based ethics of organizational commemoration that is more open to the Other.

Daskalaki, Maria; Fotaki, Marianna; Sotiropoulou, Irene (2019):

Performing Values Practices and Grassroots Organizing. The Case of Solidarity Economy Initiatives in Greece.

In: *Organization Studies* 40 (11), S. 1741–1765. DOI: 10.1177/0170840618800102.

Abstract:

This article discusses solidarity economy initiatives as instances of grassroots organizing, and explores how ‘values practices’ are performed collectively during times of crisis. In focusing on how power, discourse and subjectivities are negotiated in the everyday practices of grassroots exchange networks (GENs) in crisis-stricken Greece, the study unveils and discusses three performances of values practices, namely mobilization of values, re-articulation of social relations, and sustainable living. Based on these findings, and informed by theoretical analyses of performativity, we propose a framework for studying the production and reproduction of values in the context of GENs, and the role of values in organizing alternatives.

Diefenbach, Thomas (2019):

Why Michels’ ‘iron law of oligarchy’ is not an iron law - and how democratic organisations can stay ‘oligarchy-free’.

In: *Organization Studies* 40 (4), S. 545–562. DOI: 10.1177/0170840617751007.

Abstract:

More than 100 years ago, Robert Michels laid out his theory of the ‘iron law of oligarchy’. The main, and crucial, point Michels made is that oligarchy will always emerge; even in the case of genuine attempts to organise and run organisations in non-oligarchic or non-hierarchical ways, the iron law allegedly holds sway. This paper critically examines, and refutes, Michels’ theory on theoretical and methodological grounds. It argues that his theory is in many ways insufficient and that his dictum of the unavoidability of oligarchisation is not as compelling and cogent as stereotypical references to it might imply. Moreover, the paper shows that alternative/democratic organisations actually have a whole range of means to avoid oligarchisation.

Dionne, Karl-Emanuel; Mailhot, Chantale; Langley, Ann (2019):

Modeling the Evaluation Process in a Public Controversy.

In: *Organization Studies* 40 (5), S. 651–679. DOI: 10.1177/0170840617747918.

Abstract:

Public controversies have attracted increasing attention in the organization studies literature. They emerge when critical issues are not defined and understood in the same way by different stakeholders, influencing the way they evaluate the worth of other actors, objects, and situations. In this paper, we show how the “orders of worth” perspective of Boltanski and Thevenot may throw light on the evolution of an evaluation process occurring during a public controversy. In particular, we study the Quebec student conflict of 2011 and 2012 that followed a proposed major increase in higher education tuition fees. We conducted an in-depth case study based on media coverage of the actions and discourses of the major actors to examine how objects and actions associated with a controversy are successively defined, redefined, and evaluated over time through a series of tests of worth. Our article contributes to the organizational literature on public controversies by drawing attention to the role of six types of evaluative moves in situations of controversy, and by offering an abductively developed model for understanding the evaluation process as it evolves over time. We suggest that actors, through these evaluative moves, may displace the object of a test, and therefore the foci for evaluation, through actions intended to bolster their positions.

Do, Boram; Lyle, Matthew C. B.; Walsh, Ian J. (2019):

Driving down memory lane. The influence of memories in a community following organizational demise.

In: *Organization Studies* 40 (9), S. 1307–1329. DOI: 10.1177/0170840618765573.

Abstract:

In this paper, we explain how defunct organizations influence the communities they leave behind through ongoing processes of communal memory work, a twofold social process through which members of collectives develop shared memories of a defunct organization and behaviorally engage with its mnemonic traces. We explore how individuals' shared construal of their environment shapes their emotional orientation towards their past, which in turn gives rise to particular forms of memory work. We further show how communal memory work influences changes in an organization's role in a community's identity and members' construal of their environment. We develop our theory through an analysis of a case study of South Bend, Indiana, in the 54 years following the closure of the Studebaker Corporation's automotive factory in 1963. We close by discussing the implications of this work for memory scholarship.

Dobusch, Laura; Dobusch, Leonhard; Mueller-Seitz, Gordon (2019):

Closing for the Benefit of Openness? The case of Wikimedia's open strategy process.

In: *Organization Studies* 40 (3), S. 343–370. DOI: 10.1177/0170840617736930.

Abstract:

A growing number of organizations subscribe to ideals of openness in areas such as innovation or strategy-making, supported by digital technologies and fuelled by promises of better outcomes and increased legitimacy. However, by applying a relational lens of inclusion and exclusion, we argue that, paradoxically, certain forms of closure may be necessary to achieve desired open qualities in strategy-making. Analysing the case of Wikimedia, which called for participation in a globally open strategy-making process, we show that openness regarding participation in crafting strategy content depends on certain forms of closure regarding procedures of the strategy-making process. Against this background, we propose a two-dimensional framework of openness, in which content-related and procedural openness are characterized by a combination of open and closed elements.

Dupret, Katia (2019):

Performative Silences. Potentiality of Organizational Change.

In: *Organization Studies* 40 (5), S. 681–703. DOI: 10.1177/0170840618759816.

Abstract:

The article highlights the importance of silence in the change process of organizations, making the claim that silence distributes authority and decision-making processes. It thus adds to existing organization literature that applies a performative approach to silence as neither static nor neutral. It creates new realities. Silence as an act, rather than a noun, is conceptualized as central to organizational change. Through an ethnographic study in a mental healthcare organization, it is shown how different performances of silence make new decision-making processes available and influence new work practices that are central to understanding the particular characteristics of psychiatric organizations. Although the performance of silence can have somewhat immaterial and mundane connotations, when one uses an actor-network theory approach to organization studies, the performance of silence becomes helpful in conceptualizing how new and old practices are often imbedded into each other.

Dyck, Bruno; Silvestre, Bruno S. (2019):

A Novel NGO Approach to Facilitate the Adoption of Sustainable Innovations in Low-Income Countries. Lessons from Small-scale Farms in Nicaragua.

In: *Organization Studies* 40 (3), S. 443–461. DOI: 10.1177/0170840617747921.

Abstract:

There are about 500 million small-scale farms in low-income countries on the planet. Farmers have been slow to adopt a threefold set of sustainable agronomic practices known as “conservation agriculture” (CA) that have been shown to double productivity. Our study of a novel CA project in Nicaragua, organized based on principles that counter convention, may point to improved ways of understanding and managing sustainable innovations in low-income countries. In particular, by connecting core ideas from the innovation literature to the literature that explores the role of intermediaries such as NGOs, our case study suggests that the efficacy of NGOs to facilitate the adoption of sustainable innovations by small-scale farmers in these settings may be enhanced if NGOs employ non-centrist approaches in order to address the critical uncertainties associated with such innovations. We discuss how our findings contradict some of long-standing arguments in the literature, and their implications for theory and practice.

Dykstra-DeVette, Tiffany A.; Canary, Heather E. (2019):

Crystalline Empowerment. Negotiating Tensions in Refugee Resettlement.

In: *Organization Studies* 40 (3), S. 323–342. DOI: 10.1177/0170840617747922.

Abstract:

As the number of forcibly displaced people continues to rise worldwide, humanitarian organizations are playing a growing role in finding solutions. This study investigates one of the world’s largest refugee resettlement organizations as it pilots innovative empowerment programs. With very little research regarding organizational rhetoric, discourse, and practices within resettlement agencies, there is great need for understanding the tensions that arise amid empowerment processes. This participant ethnography identifies distinct formations of empowerment and disempowerment. The analysis identifies tensions between (1) active/passive and (2) material/symbolic interpretations of empowerment, as well as (3) the enabling/constraining effects of communication technologies. The metaphor, crystalline empowerment, is introduced to connect a tension-centered approach with a view of empowerment that prioritizes organic, contingent interpretations while identifying practical opportunities for inclusion and agency in resettlement contexts.

Eberlein, Burkard (2019):

Who Fills the Global Governance Gap? Rethinking the Roles of Business and Government in Global Governance.

In: *Organization Studies* 40 (8, SI), S. 1125–1145. DOI: 10.1177/017084061984772010.1177/0170840619847720.

Abstract:

Political CSR has made great strides towards a better appreciation of the political involvement of corporations in global governance. However, its portrayal of the shifting balance between business and government in the globalized economy rests on a central, yet largely uncontested, assumption: that of a zero-sum constellation of substitution in which firms take on public responsibilities to fill governance gaps left by governments. This conceptual paper expands the political CSR perspective and makes three contributions to the debate on the political role of business and the role of government in global governance. First, it deconstructs the problematic assumptions underlying the zero-sum notion of governance gaps filled by corporations. Second, it offers a variable-sum mapping of how private and public authority interact in global governance where substitution is only one of four constellations. The mapping identifies ‘soft steering’ as a prominent mode of governments governing business conduct. Third, the paper theorizes ‘orchestration’, a ‘soft steering’ tool discussed in the global governance literature, from an organizational, corporate perspective. It identifies the mechanisms through which orchestration may address the barriers to corporate engagement with the public good and applies these mechanisms to the case of the Global Reporting Initiative.

Elsbach, Kimberly D.; Cable, Daniel M. (2019):

Explaining Stakeholder Identification with Moderate Prestige Collectives. A Study of NASCAR Fans.

In: *Organization Studies* 40 (9), S. 1279–1305. DOI: 10.1177/0170840618789190.

Abstract:

Through two studies of fans who identified with the collective known as NASCAR (the National Association for Stock Car Auto Racing hereafter referred to as Nascar), we examine why stakeholders identify with collectives that are perceived as only moderately prestigious (given that high prestige has been shown, empirically, to be the primary predictor of collective identification because it enhances identifiers' self-esteem). Our findings indicate that identifiers did not perceive Nascar to be high in prestige (compared to other similar collectives) and that their identification was predicted, primarily, by "Perceived Opportunity for Authentic Self-Expression" with Nascar. In addition, across both studies, we found that "patriotism"—a personal value that was difficult for fans to affirm elsewhere—was the most important value that fans perceived they could "self-express" when interacting with Nascar. These findings suggest that individuals may identify with moderate prestige collectives because they provide rare opportunities to express values that are part of their authentic selves, and thus, satisfy these individuals' "needs for authenticity."

Fleming, Peter (2019):

Robots and Organization Studies. Why Robots Might Not Want to Steal Your Job.

In: *Organization Studies* 40 (1), S. 23–37. DOI: 10.1177/0170840618765568.

Abstract:

A number of recent high-profile studies of robotics and artificial intelligence (or AI) in economics and sociology have predicted that many jobs will soon disappear due to automation, with few new ones replacing them. While techno-optimists and techno-pessimists contest whether a jobless future is a positive development or not, this paper points to the elephant in the room. Despite successive waves of computerization (including advanced machine learning), jobs have not disappeared. And probably won't in the near future. To explain why, some basic insights from organization studies can make a contribution. I propose the concept of 'bounded automation' to demonstrate how organizational forces mould the application of technology in the employment sector. If work does not vanish in the age of AI, then poorly paid jobs will most certainly proliferate, I argue. Finally, a case is made for the scholarly community to engage with wider social justice concerns. This I term public organization studies.

Gardiner, Rita A. (2019):

Taste and Organization Studies.

In: *Organization Studies* 40 (10), S. 1543–1555. DOI: 10.1177/0170840619862848.

Abstract:

Using the example of the British fish and chip shop, I explore the socio-historical connections among culture, taste and organizations. Specifically, the British 'chippie' illustrates how cultural tastes affect our comprehension of organizations. In examining this occupation in depth, we see how the fish and chip shop reveals the ways class and cultural prejudices affect how an organization is perceived. Considering an organization's history offers us a glimpse into how organizational tastes are shaped by broader social processes. Additionally, I explore taste and organizations through diverse theoretical lenses. First, the chippie constitutes an organizational example of Pierre Bourdieu's contrast between taste as luxury and taste as necessity. Second, the work of Hannah Arendt highlights the intersubjective nature of taste, and its connection with judgement. Third, exploring taste with Antoine Hennion's writings reveals the connection between practices and things. Examining taste through diverse theoretical lenses can thus open up productive lines of inquiry for taste and organizational studies.

Gatrell, Caroline (2019):

Boundary Creatures? Employed, Breastfeeding Mothers and 'Abjection as Practice'.

In: *Organization Studies* 40 (3), S. 421–442. DOI: 10.1177/0170840617736932.

Abstract:

This paper contributes to theory on maternity, embodiment and organizations through advancing a contemporary theory of 'abjection as practice' in relation to breastfeeding and employment. Drawing upon the work of Margaret Shildrick and

Julia Kristeva, it analyses a qualitative study of netnographic (internet) discussions among employed breastfeeding mothers, observing how lactating bodies are treated as abject within organizations. It proposes that hostile behaviour towards breastfeeding women could be seen as a form of 'abjection as practice', displaying a purposeful intent to exclude breast milk production from workplace contexts. In exploring the position of breastfeeding workers, the paper observes how breastfeeding women occupy an uncomfortable space on the borders between health ideals of 'proper' mothering and organizational notions of 'good' worker. The situation of breastfeeding employees is rendered ambiguous and such uncertainties invoke co-worker antipathy. Co-worker hostility towards breastfeeding colleagues appears validated at work because minimal action is taken to address deliberate utilization of 'abjection as practice' towards breastfeeding workers.

Ge, Jianhua; Micelotta, Evelyn (2019):

When Does the Family Matter? Institutional pressures and corporate philanthropy in China.

In: *Organization Studies* 40 (6, SI), S. 833–857. DOI: 10.1177/0170840619836709.

Abstract:

This paper investigates whether family firms display corporate giving practices significantly different from nonfamily firms. Our two-stage model theorizes, and finds empirical support from a survey of 3,075 Chinese private firms, that firms sensitive to institutional pressures (as a result of firm visibility and political linkages) are more likely to engage in philanthropy (stage 1) and to donate larger amounts (stage 2). In stage 1, family and nonfamily firms display similar conforming behaviors, aimed at maintaining sociopolitical legitimacy. In stage 2, family ownership intensifies the effect of institutional pressures on firms' philanthropic giving, as reputational motives overlay legitimacy concerns. Our study integrates institutional analyses of socially responsible practices and family business theories to yield insights on the role of the family variable as a key moderator of institutional effects.

Glozer, Sarah; Caruana, Robert; Hibbert, Sally A. (2019):

The Never-Ending Story. Discursive Legitimation in Social Media Dialogue.

In: *Organization Studies* 40 (5), S. 625–650. DOI: 10.1177/0170840617751006.

Abstract:

This paper explores the dialogical dimensions of discursive legitimation in social media sites to understand how organisations produce knowledge of legitimacy in concert with their stakeholders. Drawing on the dialogical theories of Bakhtin and Nikulin, we consider the potential for conceptualising discursive legitimation as a product of dissent: an ongoing 'allosensual' dialogue comprising different voices and competing knowledge claims. We explore this through a micro-level analysis of organisation-led social media sites, wherein organisational practices are increasingly subjected to public scrutiny and where knowledge of legitimacy can be significantly shaped. Our dialogical lens highlights three interrelated functions of discursive legitimation. Discursive authorisation represents attempts to assume a credible 'voice' in-relation-to 'other' voices, within the dialogue. Discursive validation represents attempts to subject truth claims about legitimacy to rational, normative and moral verification. Finally, discursive finalisation represents attempts to harmonise dissent, by either co-opting or antagonising stakeholders towards consensus. Primarily, this paper unpacks the role of social media in legitimation processes, while also elaborating on organisational attempts to control stakeholder dialogue in online contexts.

Greer, Ian; Samaluk, Barbara; Umney, Charles (2019):

Toward a Precarious Projectariat? Project dynamics in Slovenian and French social services.

In: *Organization Studies* 40 (12), S. 1873–1895. DOI: 10.1177/0170840618800109.

Abstract:

Project organization is used extensively to promote creativity, innovation and responsiveness to local context, but can lead to precarious employment. This paper compares European Social Fund (ESF)-supported projects supporting 'active inclusion' of disadvantaged clients in Slovenia and France. Despite many similarities between the two social protection fields in task, temporality, teams and socio-economic context, the projects had different dynamics with important

implications for workers. In Slovenia project dynamics have been precarious, leading to insecure jobs and reduced status for front-line staff; in France, by contrast, projects and employment have been relatively stable. Our explanation highlights the transaction, more specifically, the capacity of government agencies to function as intermediaries managing the transactions through which ESF money is disbursed to organizations providing services. We find that transnational pressures on the state affect its capacity as a transaction organizer to stabilize the organizational field. In Slovenia, transnational pressures associated with austerity and European Union integration have stripped away this capacity more radically than in France, leading to precarious project dynamics and risk shifting onto project workers.

Hamann, Ralph (2019):

Dynamic De-responsibilization in Business-Government Interactions.

In: *Organization Studies* 40 (8, SI), S. 1193–1215. DOI: 10.1177/017084061881592710.1177/0170840618815927.

Abstract:

I contribute to the ‘political CSR’ debate on whether companies can or should fill public governance gaps by exploring how related business-government interactions may result in corporate social irresponsibility. I studied interactions between mining companies and the government in South Africa between 2002 and 2012, focusing on processes that contributed to the deterioration of living conditions in the Marikana area, site of an infamous massacre in 2012. The analysis resulted in a process model of dynamic de-responsibilization, in which business-government interactions progressively dissipate the adopted and enacted social responsibilities of both the government and business. This extends extant critiques of political CSR and elaborates CSiR as not only a systemic, but also a processual phenomenon, and it focuses related scholarly and practical attention on problematizing the government’s role as custodian of democratic accountability.

Holt, Robin; Johnsen, Rasmus (2019):

Time and Organization Studies.

In: *Organization Studies* 40 (10), S. 1557–1572. DOI: 10.1177/0170840619844292.

Abstract:

We argue that the more time is being attended to in organization studies, the more it is concealed. The time being concealed is not the time of clocks or the linear passage of past, present and future, it is not the time of temporal structures, and it is not the time of processual flow by which all substance is held as little more than a temporary arrest. In all these understandings time is treated as something available and, potentially, affirmative. Rather, it is a time that barely a few hundred years ago was considered a force always present and yet always against us. What, we ask, has happened to this time, the time beyond organization?

Huber, Christian (2019):

Kafka’s ‘Before the Law’. The participation of the subject in its subjectification.

In: *Organization Studies* 40 (12), S. 1823–1840. DOI: 10.1177/0170840619874460.

Abstract:

This paper presents a close encounter between the literary works of Franz Kafka and a core topic in organizational theories of power, namely the participation of subjects in their own subjectification. In discussing ‘In the Cathedral’, the penultimate chapter of *The Trial* by Franz Kafka, the paper develops three central aspects of Kafka’s text: reflexivity as a form of entanglement with power, self-slander complementing formal involvement, and humour as a form of freedom. These aspects are mirrored against the example of performance evaluation to complement and enrich the theoretical debate about subjectification more generally. The paper and its contributions serve as a corrective to approaches that overemphasize either the possibilities of resistance, for example through reflexivity, or the impotence of the subject in the face of power.

Hultin, Lotta; Introna, Lucas (2019):

On Receiving Asylum Seekers. Identity working as a process of material-discursive interpellation.

In: *Organization Studies* 40 (9), S. 1361–1386. DOI: 10.1177/0170840618782280.

Abstract:

This paper responds to recent calls to study how materiality is implicated in the process of subject positioning by grounding itself in a relational and performative ontology. By situating our analysis in Barad's post-humanist view of discourse as material-discursive practice, and by drawing on the concepts of interpellation and hailing, we show how material-discursive practices at three different service sites of the Swedish Migration Board are profoundly constitutive of the manner in which asylum seekers and officers become hailed into various subject positions. In so doing, our study contributes to the development of a post-humanist understanding of how subject positions are enacted and governed within organizations. More precisely, we move beyond the conception of the intentional human and the non-intentional non-human in order to foreground the manner in which mundane material-discursive practices always and already condition (or govern) the possibilities for subjects (and objects) to be and to act, specifically and immanently. Thus we suggest that matter and soul are intertwined in ways that make their separation less convincing, if tenable at all.

Introna, Lucas D. (2019):

On the Making of Sense in Sensemaking. Decentred Sensemaking in the Meshwork of Life.

In: *Organization Studies* 40 (5), S. 745–764. DOI: 10.1177/0170840618765579.

Abstract:

This paper proposes and argues for sensemaking practices as fundamentally decentred. Sensemaking has been, at least since the late 1980s, an enduring subject for organisation studies researchers, and much longer for organisational practitioners. This research tradition has, however, tended to have a particular understanding of temporality (as divisible), tended to be centred on the human sense-makers, and privileged as more valid that which can be made present, through deliberative sensemaking practices, at the expense of that which is absent, and perhaps ineffable. In short, by locating sensemaking in the deliberative sensemaking practices of humans other significant constitutive conditions of sensemaking became obscured from view. The main thrust of the paper is to develop a notion of sensemaking that is decentred - not simply at the disposal of human subjects - and where sense is always and already given and made simultaneously. That is, where every human attempt at framing is itself already enframed, significantly. We show how this reimagining of sensemaking, as decentred, has the potential to open up new avenues of research in sensemaking practices - avenues that are more sensitive to temporal flow, the more-than-human, immanence, and the precarity of such practices. This shift is significant theoretically but also practically.

Kelemen, Mihaela; Rumens, Nick; Linh Chi Vo (2019):

Questioning and Organization Studies.

In: *Organization Studies* 40 (10), S. 1529–1542. DOI: 10.1177/0170840618783350.

Abstract:

In organization studies, there is a cleavage in the literature that separates 'questions' and 'questioning' at a very fundamental philosophical level. On the one hand, the objective notion of 'questions' has already been well addressed. On the other hand, the process of 'questioning' remains under-researched. Although questioning the process of questioning is challenging, this is precisely where American pragmatism can be helpful. As we explore in this essay, the forward-looking quality of pragmatist inquiry is what motors the process of questioning. Our pragmatist-inflected argument is that questioning does not always have to serve critique and position building in the organization studies field. Rather, questioning out of curiosity can build new dialogue and open up new methodological avenues. This will help change the habitual ways in which we explore ideas, problems and situations in organization studies as well as lead to more democratic forms of organizing.

Kent, Derin (2019):

Giving Meaning to Everyday Work After Terrorism.

In: *Organization Studies* 40 (7), S. 975–994. DOI: 10.1177/0170840618765582.

Abstract:

Global terrorism in the early 21(st) century appears to be an inevitable part of organizational life. Even among people not personally injured in an attack, the immediate aftermath can be a period of hardship, stress and sensemaking. This paper develops theory about how people give meaning to their work after terrorism. In contrast to views of everyday work as something that loses significance in times of such tragedy, I outline the conditions under which individuals are also likely to find positive meaning in it. Doing so, I integrate varied findings about workplace responses to terrorism and provide a basis for empirical testing rooted in theories of work meaning, sensemaking and the cultural response to disaster. The paper concludes with implications for research and practice.

Kim, Heechun; Hoskisson, Robert E.; Zyung, J. Daniel (2019):

Socioemotional Favoritism. Evidence from Foreign Divestitures in Family Multinationals.

In: *Organization Studies* 40 (6, SI), S. 917–940. DOI: 10.1177/0170840619838955.

Abstract:

We theorize how family and non-family CEOs in family multinational enterprises (FMNEs) divest foreign subsidiaries. In doing so, we propose an integrative framework that supplements the socioemotional wealth perspective by introducing the notion of socioemotional favoritism. Using this framework, we hypothesize and find that family CEOs are less likely to divest than non-family CEOs by analyzing 161 Korean manufacturing FMNEs between 1998 and 2003. We also find that family CEOs avoid divesting foreign subsidiaries with larger affective endowments, particularly those under family control through threshold ownership and those located in host countries where families have already lost ownership of subsidiaries through past divestitures. We conclude by discussing the implications of our findings for the family firm literature.

Knight, Eric; Tsoukas, Haridimos (2019):

When Fiction Trumps Truth. What ‘post-truth’ and ‘alternative facts’ mean for management studies.

In: *Organization Studies* 40 (2), S. 183–197. DOI: 10.1177/0170840618814557.

Abstract:

In this essay, we explore the notions of ‘post-truth’ and ‘alternative facts’ for management studies. Adopting a pragmatist perspective, we argue that there is no intrinsically accurate language in terms of which to refer to reality. Language, rather, is a tool that enables agents to grab hold of causal forces and intervene in the world. ‘Alternative facts’ can be created by multimodal communication to highlight different aspects of the world for the purpose of political mobilization and legitimacy. ‘Post-truth’ politics reveals the fragmentation of the language game in which mainstream politics has been hitherto conducted. Using the communicative acts of businessman-turned-politician President Trump and his aides, as a prompt, we explore the implications that ‘alternative facts’ and ‘post-truth’ have for today’s management scholarship. We argue that management scholars should unpack how managers navigate strategic action and communication, and how the creation of alternative realities is accomplished in conditions of informational abundance and multimodal communication.

Kodeih, Farah; Bouchikhi, Hamid; Gauthier, Valerie (2019):

Competing Through Categorization. Product- and Audience-Centric Strategies in an Evolving Categorical Structure.

In: *Organization Studies* 40 (7), S. 995–1023. DOI: 10.1177/0170840618772597.

Abstract:

We investigate how and why competing organizations position their similar products in categories of varying status. We studied the paired longitudinal case of the highly publicized contest between ESSEC and HEC, two French business schools, as they sought to position their core Grande Ecole program in the evolving international business education categorical structure. We conceptualize categorization as a competitive, relational process involving multiple actors and producing various meanings and perceptions. Our study (a) highlights the role of anticipated category status spillovers versus anticipated relative status within a category in producers' entry decisions; (b) contrasts product- and audience-centric categorization strategies; and (c) shows the role of intermediaries in adjudicating categorization contests.

Korica, Maja; Bazin, Yoann (2019):

Fashion and Organization Studies. Exploring conceptual paradoxes and empirical opportunities.

In: *Organization Studies* 40 (10), S. 1481–1497. DOI: 10.1177/0170840619831059.

Abstract:

Although frequently perceived as inconsequential and frivolous, fashion is a central interdisciplinary concept and a substantial global industry. This necessitates taking it seriously, both as a set of theoretical tensions, and as a concrete empirical phenomenon of rich potential interest to organization studies. Our essay outlines and further develops fashion's conceptual and empirical expressions, and suggests subsequent avenues for valuable research. In particular, we commence with a discussion of three key definitions, namely fashion as individual manner, fashion as organizing of dress and fashion as a system. This enables us to problematize its industry and economy, from their historical roots and evolutions, to their varied organizational frictions, forms and practices today. We then conclude by examining the ongoing, substantial changes within the fashion industry as we have known it since the nineteenth century, and considering its potential implications and openings for organization studies scholars.

Kornberger, Martin; Leixnering, Stephan; Meyer, Renate E. (2019):

The Logic of Tact. How Decisions Happen in Situations of Crisis.

In: *Organization Studies* 40 (2), S. 239–266. DOI: 10.1177/0170840618814573.

Abstract:

The mass migration of refugees in the fall of 2015 in Europe posed an immense humanitarian and logistical challenge: exhausted from their week-long journeys, refugees arrived in Vienna in need of care, shelter, food, medical aid, and onward transport. The refugee crisis was managed by an emerging polycentric and intersectoral collective of organizations. In this paper, we investigate how leaders of these organizations made decisions in concert with each other and hence sustained the capacity to act as collective. We ask: what was the logic of decision-making that orchestrated collective action during the crisis? In answering this question, we make the following contribution: departing from March's logics of consequences and appropriateness as well as Weick's work on sensemaking during crisis, we introduce an alternative logic that informed decision-making in our study: the logic of tact. With this concept (a) we offer a better understanding of how managers may make decisions under the condition of bounded rationality and the simultaneous transgression of their institutional identity in situations of crisis; and (b) we show that in decision-making under extreme pressure cognition is neither ahead of action, nor is action ahead of cognition; rather, tact explicates the rapid switching between cognition and action, orchestrating decision-making through their interplay.

Le Bo, Bohm, Steffen; Reynolds, Noelia-Sarah (2019):

Organizing the Environmental Governance of the Rare-Earth Industry. China's passive revolution.

In: *Organization Studies* 40 (7), S. 1045–1071. DOI: 10.1177/0170840618782278.

Abstract:

The rare-earth industry is of strategic importance for China and many 'clean' technologies worldwide. Yet the processes of mining, smelting and separating rare-earth ores are heavily polluting. Using a neo-Gramscian perspective in the context of organization studies, this article analyses the dynamic interactions between government agencies, business and civil society

in the development of the environmental governance of China's rare-earth industry over the past 30 years, with a particular focus on China's 'top-down' passive revolution. Making use of rarely granted access to China's biggest rare-earth company, one of the country's key strategic assets, the analysis makes visible the changes of environmental contestations among five different governance actors over what we identify as three environmental governance eras in China. Besides offering unique empirical insights into the organizational processes that constitute the dynamically evolving hegemony of China's rare-earth industry, the article makes three theoretical contributions to the field of organization studies. First, we analyse the changing role of state institutions in a non-Western context, which has been de-emphasized by existing organization scholars. Second, we conceptualize the dynamics of environmental governance in China as a form of top-down 'passive revolution'. Third, we problematize the dual role of Chinese NGOs as both supporting and challenging state power. Overall, we contribute to our understanding of the organization of governance systems in non-Western contexts, which has been neglected in organizational studies.

Lenfle, Sylvain; Soderlund, Jonas (2019):

Large-Scale Innovative Projects as Temporary Trading Zones. Toward an Interlanguage Theory.

In: *Organization Studies* 40 (11), S. 1713–1739. DOI: 10.1177/0170840618789201.

Abstract:

Large-scale innovative projects (LSIPs) play a central role in arranging for exploratory and strategic opportunity seeking that transcends organizational and disciplinary boundaries. This paper outlines a theory that addresses the two most salient characteristics of such organizations: their extreme task uniqueness and high degree of interdisciplinarity. Drawing on the work of Peter Galison and the case of the Radiation Laboratory project, we introduce the notion of LSIPs as 'temporary trading zones' and posit the centrality of 'interlanguage creation' for coordinating such projects. We demonstrate that LSIPs foster and, indeed, practically necessitate the creation of an interlanguage via interaction among three core elements: linguistic representations, project management tools and material representations. Summarizing our observations, we propose a process model of interlanguage creation in LSIPs; this model identifies five critical developmental phases that reveal how the three core elements interact to create an interlanguage.

Lingo, Elizabeth Long; Elmes, Michael B. (2019):

Institutional Preservation Work at a Family Business in Crisis. Micro-processes, Emotions, and Nonfamily Members.

In: *Organization Studies* 40 (6, SI), S. 887–916. DOI: 10.1177/0170840618818597.

Abstract:

While research tends to focus on how family members respond to and manage crises arising in family businesses, nonfamily members play important roles as well. In this qualitative study, we demonstrate how nonfamily actors—employees, customers, and vendors—engage in institutional preservation work to save a family business. We develop a theoretical model of how a diffuse constellation of low-power individuals can come to identify and act as agents of institutional preservation and identify the three subprocesses comprising preservation work: intensifying and harnessing emotions, building collective identity, and articulating shared interests. This model offers insight into how nonfamily members can come to exert control over family businesses and contributes to emerging literature on the role of emotional escalation and social media in institutional and family business research.

Maher, Rajiv; Valenzuela, Francisco; Bohm, Steffen (2019):

The Enduring State. An analysis of governance-making in three mining conflicts.

In: *Organization Studies* 40 (8, SI), S. 1169–1191. DOI: 10.1177/017084061984772410.1177/0170840619847724.

Abstract:

This article investigates the profound ambiguity of the state in the organization of contemporary business-society relations. On the one hand, there has been a decisive shift from government to governance, encouraging private actors, such as corporations, communities and NGOs, to address social and environmental concerns themselves, i.e. without the state's

involvement. On the other hand, however, the continued importance and relevance of the organized state is difficult to ignore. In this article we examine the role of the state in three cases of mining conflicts in Chile, one of the world's most important mining countries. Through longitudinal, qualitative research of conflictive mining governance relations between state organizations, large corporations and local communities, we show that the modes of influence conducted by the Chilean state oscillate between direct, central steering ('cathedral') and indirect, dispersed vouching ('bazaar'). Elaborating on Foucault's concept of governmentality, we offer a hybrid theory of state organization, where the dematerialization of the state's responsibility is seen not as the norm but rather as a particular mode of governance that sits alongside the underestimated, yet enduring, material involvement of the state.

Mees-Buss, Jacqueline; Welch, Catherine (2019):

Managerial Ideologies Dividing the Corporate Elite. A process study of the rise and fall of a counter-ideology.

In: *Organization Studies* 40 (4), S. 563–592. DOI: 10.1177/0170840617747920.

Abstract:

In this paper we refocus attention on managerial ideology. We analyze the dynamics of an ideological conflict among members of the transnational corporate elite in a large multinational corporation. Specifically, we trace the rise and fall of a counter-ideology. We identify the discursive, cognitive and social mechanisms driving ideological change and provide a model for ideological contestation inside the organization. Such multidisciplinary explanations have been missing in extant literature, which has either focused on more reductionist explanations of ideological change or on how ideological hegemony is maintained. We contribute a method to 'excavate' ideology - a deep sensemaking structure - from narratives. We conclude that managerial ideology is a useful, but often overlooked, concept for understanding how the ambiguity of managerial decision-making can lead to polarization and conflict.

Mueller, Monika (2019):

Night and Organization Studies.

In: *Organization Studies* 40 (10), S. 1513–1527. DOI: 10.1177/0170840619856036.

Abstract:

In this essay, I want to shed light on the phenomena of night and nightwork as important topics which have been so far overlooked in organization studies. Inspired by insights of new materialism (Barad), I propose and investigate night as 'time-space', and present intertwined dimensions (temporal, spatial, social, material, etc.) of intra-actions between human beings and night. To better understand our intra-actions and entanglements with night, I provide a short historical overview which highlights past attempts to turn nightwork, once a forbidden and ungodly occupation, into a common and laudable one. I then discuss current efforts to manage and control certain dimensions of night (temporal/material and spatial/social) as well as aspects of night and nightwork that are not entirely manageable. The essay advocates going beyond traditional ontological dualisms by stressing our entanglements and intra-actions with night, thus advancing our understanding of nightwork, related bodily limitations and resistance at night. These topics call for further studies of organizations and work at night.

Ortlieb, Renate; Sieben, Barbara (2019):

Balls, Barbecues and Boxing. Contesting gender regimes at organizational social events.

In: *Organization Studies* 40 (1), S. 115–133. DOI: 10.1177/0170840617736941.

Abstract:

What do the relaxed social events held by companies and organizations do for continued gender inequality? This article argues that outings, barbecues and parties offer opportunities for members of an organization to challenge unequal gender regimes. But they can also end up maintaining these inequalities instead. The article draws on Joan Acker's theory of gendered organizations, and Judith Butler's notion of gender performativity. Based on 208 accounts of organizations' social events, it identifies the following four areas of gender performativity and their varying significance in reaffirming or

challenging unequal gender regimes: gender images, status differences, the body and sexuality. The findings indicate that practices reaffirming unequal gender regimes outnumber practices that possibly balance or break them. Paradoxically, practices that challenge unequal gender regimes, when joined with powerful responses from the hitherto privileged party, can form a vicious circle which again ends up continuing unequal gender regimes. The article provides a more nuanced understanding of ambivalences and the contested nature of gender regimes which is important in identifying avenues for gender equality.

Otto, Birke Dorothea; Strauss, Anke (2019):

The Novel as Affective Site. Uncertain work as impasse in Wait Until Spring, Bandini.

In: *Organization Studies* 40 (12), S. 1805–1822. DOI: 10.1177/0170840619874463.

Abstract:

In this paper we propose that reading and writing with novels contributes to the emerging field of researching affect in organization studies. Situating our argument in current research on work-related uncertainty, we take John Fante's novel *Wait Until Spring, Bandini* as a 'sensuous site' of research to engage with the experience of feeling stuck - addressed as impasse, limbo or permanent temporariness - as a condition of contemporary work lives. While affect theoretical approaches often emphasize precognitive intensities and their transformative potential, the novel foregrounds how affective intensities stay and stick as they are entangled with powerful socio-political conventions, such as investments in the American Dream or the idea of stable employment. Such affective attachments take shape in antithetic dynamics of the not-so-static state of feeling stuck.

Patala, Samuli; Korpivaara, Ida; Jalkala, Anne; Kuitunen, Aino; Soppe, Birthe (2019):

Legitimacy Under Institutional Change. How incumbents appropriate clean rhetoric for dirty technologies.

In: *Organization Studies* 40 (3), S. 395–419. DOI: 10.1177/0170840617736938.

Abstract:

How organizations legitimate their actions under conditions of institutional change is a central yet little understood question. To address this gap, this paper investigates how incumbent firms legitimate investments in both novel and conventional technologies during periods of institutional and technological transition. We examine the rhetorical strategies that energy incumbents employ to gain legitimacy for their investments in renewable (legitimacy-gaining or novel) and non-renewable (legitimacy-losing or conventional) technologies. Employing a mixed-method content analysis of 483 press releases on strategic energy investments, published by the world's largest energy firms during the time period 2010 to 2015, we find that incumbents utilize two different types of hybrid rhetoric to justify their investments. For investments in non-renewables, incumbents use pragmatic blending, appropriating the clean rhetoric traditionally associated with challenger technologies and combining it with justifications highlighting performance-oriented outcomes. The rhetoric used for investments in renewables involves visionary blending, combining rhetoric related to corporate strategy with sustainability rhetoric. We furthermore argue that these hybrid rhetorical strategies are observed when the legitimacy trajectories of two technologies intersect. Our study contributes to the research on rhetorical institutionalism, incumbents' role during institutional change, and technology legitimacy.

Ponroy, Julia Vincent; Le, Patrick; Pradies, Camille (2019):

In a Family Way? A model of family firm identity maintenance by non-family members.

In: *Organization Studies* 40 (6, SI), S. 859–886. DOI: 10.1177/0170840619836707.

Abstract:

Focusing on the case of a successful French pharmaceutical family firm - VetCo, we develop a process model of family firm identity maintenance by non-family members. Being the first family-owned pharmaceutical actor exclusively dedicated to animal health worldwide, VetCo has a strong family firm identity. The maintenance of this identity is remarkable, as VetCo experienced a withdrawal of the owning family when its founder suddenly passed away and, later on, when other family

members disengaged from operations. Using grounded theory, we build a process model of identity maintenance that emphasizes meaning multiplicity. Specifically, we identify three main mechanisms of meaning preservation - passing on the family legacy, unifying the metaphorical family and modelling the family business - and two mechanisms of meaning connection - holding on and bridging. In elaborating theory on family firm identity maintenance, this study contributes to family business and organizational identity scholarships.

Raffnsoe, Sverre; Mennicken, Andrea; Miller, Peter (2019):

The Foucault Effect in Organization Studies.

In: *Organization Studies* 40 (2), S. 155–182. DOI: 10.1177/0170840617745110.

Abstract:

Since the establishment of Organization Studies in 1980, Michel Foucault's oeuvre has had a remarkable and continuing influence on its field. This article traces the different ways in which organizational scholars have engaged with Foucault's writings over the past thirty years or so. We identify four overlapping waves of influence. Drawing on Foucault's *Discipline and Punish*, the first wave focused on the impact of discipline, and techniques of surveillance and subjugation, on organizational practices and power relations. Part of a much wider 'linguistic' turn in the second half of the twentieth century, the second wave led to a focus on discourses as intermediaries that condition ways of viewing and acting. This wave drew mainly on Foucault's early writings on language and discourse. The third wave was inspired by Foucault's seminal lectures on governmentality towards the end of the 1970s. Here, an important body of international research investigating governmental technologies operating on subjects as free persons in sites such as education, accounting, medicine and psychiatry emerged. The fourth and last wave arose out of a critical engagement with earlier Foucauldian organizational scholarship and sought to develop a more positive conception of subjectivity. This wave draws in particular on Foucault's work on asceticism and techniques of the self towards the end of his life. Drawing on Deleuze and Butler, the article conceives the Foucault effect in organization studies as an immanent cause and a performative effect. We argue for the need to move beyond the tired dichotomies between discipline and autonomy, compliance and resistance, power and freedom that, at least to some extent, still hamper organization studies. We seek to overcome such dichotomies by further pursuing newly emerging lines of Foucauldian research that investigate processes of organizing, calculating and economizing characterized by a differential structuring of freedom, performative and indirect agency.

Reed, Mike; Burrell, Gibson (2019):

Theory and Organization Studies. The Need for Contestation.

In: *Organization Studies* 40 (1), S. 39–54. DOI: 10.1177/0170840617745923.

Abstract:

In this piece of provocation we focus on the words of people who we view as increasingly powerful institutional actors in the field of organization theory and what they signify about 'what needs to be done' and 'how it needs to be done' in order to rectify the many failings they identify. We suggest that their actions reflect a desire for an integrated, general theory of organizations and the conception of organization studies as a nomothetic science to which they (and perforce we) are philosophically and ideologically committed. These are seen to be intellectual and ideological forces at work on both sides of the Atlantic. We provide a critique of this emerging orthodoxy within contemporary organization theory, briefly drawing on Swift's metaphor of Lilliputian 'big enders' and 'little enders' but also offer contemplation of the architectural metaphors of 'cathedral', 'mystery house' and 'the tower of Babel' (conceived of as ruination) to consider the alternative imaginary edifices that may influence the structure of our studies. Finally, we specify an alternative research agenda for organization theory which focuses upon 'the organization of destruction' rather than 'the organization of production' or 'the organization of consumption'. Rather than seeing any contestation of intellectual traditions, analytical frameworks and methodological strategies as mental manacles and shackles which we need to 'throw off' to rediscover our true vocation as organization scientists, we contend that organization theory needs to reignite a fierce dialogue over 'organization' and its relation to order and disorder that has stretched over, at least, two millennia and still speaks to our lives today and tomorrow.

Rumens, Nick; Souza, Eloisio Moulin de; Brewis, Jo (2019):

Queering Queer Theory in Management and Organization Studies. Notes toward queering heterosexuality.

In: *Organization Studies* 40 (4), S. 593–612. DOI: 10.1177/0170840617748904.

Abstract:

This article suggests new possibilities for queer theory in management and organization studies. Management and organization studies has tended to use queer theory as a conceptual resource for studying the workplace experience of 'minorities' such as gay men, lesbians and those identifying as bisexual or transgender, often focusing on how heteronormativity shapes the discursive constitution of sexualities and genders coded as such. This deployment is crucial and apposite but it can limit the analytical reach of queer theory, neglecting other objects of analysis like heterosexuality. Potentially, MOS queer theory scholarship could be vulnerable to criticism about overlooking queer theory as a productive site for acknowledging both heterosexuality's coercive aspects and its non-normative forms. The principal contribution of our article is therefore twofold. First, it proposes a queering of queer theory in management and organization studies, whereby scholars are alert to and question the potential normativities that such research can produce, opening up a space for exploring how heterosexuality can be queered. Second, we show how queering heterosexuality can be another site where queer theory and politics come together in the management and organization studies field, through a shared attempt to undermine sexual and gender binaries and challenge normative social relations. The article concludes by outlining the political implications of queering heterosexuality for generating modes of organizing in which heterosexuality can be experienced as non-normative and how this might rupture and dismantle heteronormativity.

Sasaki, Innan; Ravasi, Davide; Micelotta, Evelyn (2019):

Family Firms as Institutions. Cultural reproduction and status maintenance among multi-centenary shinise in Kyoto.

In: *Organization Studies* 40 (6, SI), S. 793–831. DOI: 10.1177/0170840618818596.

Abstract:

Our study investigated how multi-centenary family firms in the area of Kyoto - collectively known as shinise - maintain a high social status in the community. Our analysis unpacks the socio-cultural practices through which the ongoing interaction among these actors re-enacts and reproduces the social order that ascribes shinise a distinct social standing in exchange for their continued commitment to practices and structures that help the community preserve its cultural integrity and collective identity. By doing so, our findings trace a connection between status maintenance and the expressive function that a category of firms performs within a community. At the same time, our study reveals a dark side of high status, by showing how their commitments lock shinise in a position of 'benign entrapment' that may impose sacrifices on family members and severe limitations to their personal freedom.

Schaefer, Stephan M. (2019):

Wilful Managerial Ignorance, Symbolic Work and Decoupling. A Socio-Phenomenological Study of 'Managing Creativity'.

In: *Organization Studies* 40 (9), S. 1387–1407. DOI: 10.1177/0170840618772600.

Abstract:

Ignorance has only received scant attention in organization and management studies. This paper focuses on ignorance in an organizational context by presenting and analysing the lived experience of three managers who attempted to manage creativity. The analysis of the empirical material with the help of a detailed agency framework illustrates how the managers' clearly articulated visions contradicted their practices and how they also stuck to their visions even when they were confronted with or had the possibility to collect information that would challenge those visions. I suggest, based on these observations, that the managers deliberately and actively avoided using or collecting relevant information that could potentially lead to transformative practices, which engendered what I call 'wilful managerial ignorance'. I further suggest that 'symbolic work', which refers to the active and continuous separation of verbal activity (symbol) and concrete practices (objective referent), is a determining factor in wilful managerial ignorance. Since wilful managerial ignorance and symbolic work prevent the productive and transformative integration of different institutional contexts it is possible to link

it to the concept of 'decoupling'. As a result, I propose that wilful managerial ignorance and symbolic work are micro-determinants which facilitate the decoupling of organizationally relevant institutional contexts.

Schneider, Anselm; Scherer, Andreas Georg (2019):

State Governance Beyond the 'Shadow of Hierarchy'. A social mechanisms perspective on governmental CSR policies.

In: *Organization Studies* 40 (8, SI), S. 1147–1168. DOI: 10.1177/017084061983558410.1177/0170840619835584.

Abstract:

The extent to which state authorities can regulate the externalities and the behaviour of multinational corporations (MNCs) is limited. This is especially true when MNCs operate in or do business with fragile states that lack the willingness and/or resources to effectively and legitimately regulate businesses. However, MNCs often engage in private regulation to remedy some of the problems that unregulated business behaviour creates. In this article we examine what limits the effectiveness and legitimacy of the contributions made by MNCs to global governance. We explore the mechanisms that state authorities in functioning states can use to overcome these barriers as well as the boundary conditions of these mechanisms at both company and government levels. We provide a framework for governmental CSR policies and describe the ways in which functioning states engage in governance beyond the 'shadow of hierarchy' and directly or indirectly influence business conduct beyond the territory in which their legal regulations can be enforced.

Schoeneborn, Dennis; Kuhn, Timothy R.; Karreman, Dan (2019):

The Communicative Constitution of Organization, Organizing, and Organizationality.

In: *Organization Studies* 40 (4), S. 475–496. DOI: 10.1177/0170840618782284.

Abstract:

Although the lion's share of scholarship in management and organization studies conceives of organizations as entities within which communication occurs, "Communication Constitutes Organization" (CCO) scholarship has attracted interest because it makes a productive reversal, that is, by asking how organization happens in communication. Over the past decade, *Organization Studies* has become the key scholarly outlet for CCO thinking in the management and organization studies field. Accordingly, in this paper we discuss seven articles that have appeared in this journal as evidence of the perspective's centrality. We first situate CCO theorizing within the linguistic turn, and position CCO with respect to other lines of scholarship underwritten by a rich conception of language and discourse. We examine the varied ways CCO thinking has found organization in communication, locating in the seven articles productive tensions between the process of communication, on the one hand, and organization, organizing, and organizationality, on the other. We contribute to CCO scholarship with reflections on these three theoretical orientations and provide a set of possibilities for its further development.

Svejenova, Silviya (2019):

Constructive Pluralism for a Theory of Organization. Rediscovering Our Community, Identity, and Vocation.

In: *Organization Studies* 40 (1), S. 59–63. DOI: 10.1177/0170840618767467.

Abstract:

This rejoinder to Reed and Burrell (2018) departs from the authors' concluding statement where they proclaim with a somewhat revolutionary air that 'it is through the destruction of organization studies that organization studies will be saved' (p.14). The need for saving organization studies (OS) implies an imminent danger, which the authors locate in an envisioned enemy – a reigning conception of OS as a predominantly North-American-style nomothetic science, organized and run as 'a shared worship of polite mono-theoretical uniformity' (p.2). Paving the way from this imagined 'high' church to the idea of OS's ruination, Reed and Burrell promise (and at times deliver) 'some serious elbowing'. The latter goes against not only those whom they single out as leaders of this religion and blame for its propagation, but also the rest of us,

an 'ongoing crowd' of meek and submissive organizational scholars who have no better (i.e. our own) idea(s) and ideals than blindly following those of the mighty ones.

Tasselli, Stefano (2019):

Love and Organization Studies. Moving beyond the Perspective of Avoidance.

In: *Organization Studies* 40 (7), S. 1073–1088. DOI: 10.1177/0170840617747924.

Abstract:

Despite its undoubted centrality in modern society, Love has not received the attention it deserves in the study of organizations. Among the reasons for this avoidance is the fact that love is passionate and not authoritative; personal and subjective but not public. To understand the way organizational research can incorporate love, I explore and discuss three interweaving constructs. Eros (or a tale of the self) calls for an expression of the individuality in organizations, in terms of creativity, sense making and experience. Philia (or a tale of trust) contributes to explore trustworthy relationships, welcoming the other and enabling individuals to flourish in the workplace. Agape (or a tale of compassion) refers to generalized love for humanity and opens to the understanding of compassionate leadership. In the discussion, I call for new directions in the study of love as the organization and the organization as love.

Toraldo, Maria-Laura; Islam, Gazi (2019):

Festival and Organization Studies.

In: *Organization Studies* 40 (3), S. 309–322. DOI: 10.1177/0170840617727785.

Abstract:

The present essay examines the festival as a form of organizing and as a metaphor for contemporary organizations. Drawing upon classical and contemporary perspectives on festival, we focus on social ambivalences and how these are enacted and mediated through festivals. Specifically, we argue that festivals mark a tension between linear and cyclical dimensions of social time. Next, we argue that formal institutional and communitarian principles are mediated through festival. Finally, we argue that festivals mark a tension between reflexivity and social critique on the one hand and mass spectacle on the other, and problematize the notion of bodily enjoyment as a form of social consciousness. We discuss the implications of these three ambivalences - in the notion of time, the notion of community and the notion of reflexivity - for contributing to contemporary organizational discussions.

ToTran Nguyen; Janssens, Maddy (2019):

Knowledge, Emotion, and Power in Social Partnership. A turn to partners' context.

In: *Organization Studies* 40 (3), S. 371–393. DOI: 10.1177/0170840617747919.

Abstract:

Departing from the social partnership field's structural, static view of context, this study takes on a situated, emergent view to explore how the partnership process unfolds. Applying ethnomethodologically informed conversation analysis to partners' meeting talk, we discover that three interactional orders - epistemic, emotional and deontic rights and obligations - are crucial resources for how partners construct and transform their context. We advance the field by first demonstrating how knowledge, emotion, and power - corresponding to the three orders - are not contextual elements that determine the partnership process but are rather ongoing accomplishments that play a 'doubly contextual' role in how the process unfolds; they shape context and are also shaped by it. Second, we expose the precarious interfaces of knowledge, emotion and power and show that at such interfaces, interactional trouble unfolds processually through partners disattending, superimposing and equivocating certain rights and obligations. We conclude with reflections on what this study means for reimagining social partnerships.

Tourish, Dennis (2019):

Is Complexity Leadership Theory Complex Enough? A critical appraisal, some modifications and suggestions for further research.

In: *Organization Studies* 40 (2), S. 219–238. DOI: 10.1177/0170840618789207.

Abstract:

Scholars are increasingly seeking to develop theories that explain the underlying processes whereby leadership is enacted. This shifts attention away from the actions of 'heroic' individuals and towards the social contexts in which people with greater or lesser power influence each other. A number of researchers have embraced complexity theory, with its emphasis on non-linearity and unpredictability. However, some complexity scholars still depict the theory and practice of leadership in relatively non-complex terms. They continue to assume that leaders can exercise rational, extensive and purposeful influence on other actors to a greater extent than is possible. In effect, they offer a theory of complex organizations led by non-complex leaders who establish themselves by relatively non-complex means. This testifies to the enduring power of 'heroic' images of leader agency. Without greater care, the terminology offered by complexity leadership theory could become little more than a new mask for old theories that legitimize imbalanced power relationships in the workplace. This paper explores how these problems are evident in complexity leadership theory, suggests that communication and process perspectives help to overcome them, and outlines an agenda for further research on these issues.

Tuckermann, Harald (2019):

Visibilizing and Invisibilizing Paradox. A process study of interactions in a hospital executive board.

In: *Organization Studies* 40 (12), S. 1851–1872. DOI: 10.1177/0170840618800100.

Abstract:

Studies on organizational paradoxes often explain paradox salience exogenously, as a state of latency awaiting detection. Based on social systems theory, this process study develops an explanation of paradox salience and latency beyond an actor's cognitive ability to think paradoxically. Such an explanation lies endogenously within the interactions of actors coping with paradox. Analysing the discussions of a hospital executive board during a change initiative reveals how factual, social and temporal references surface and submerge contradictory tensions. The proposed model for visibilizing and invisibilizing paradox explains salience and latency - even if individuals are aware of paradox - as integral to coping with paradox. As a paradox invisibilizes in an interaction it resurfaces somewhere along the line and thereby transforms within an organization.

Ungureanu, Paula; Bertolotti, Fabiola; Mattarelli, Elisa; Bellesia, Francesca (2019):

Making matters worse by trying to make them better? Exploring vicious circles of decision in hybrid partnerships.

In: *Organization Studies* 40 (9), S. 1331–1359. DOI: 10.1177/0170840618765575.

Abstract:

Our research is concerned with how and why vicious circles of decision occur in hybrid partnerships. The literature reports three types of decision dysfunctions that can alter the trajectory of multi-stakeholder collaborations: escalation of commitment, procrastination and indecision. While previous studies focused on one dysfunction at a time, we inquire about cases in which dysfunctions coexist and interact in the same partnership. Employing multiple sources of qualitative data, we conducted a longitudinal field study in a cross-sector partnership that co-created and managed a science park. We offer an in-depth account of 'vicious circles of decision' in which partners' attempts to solve a dysfunction paradoxically led to the accumulation of additional dysfunctions. We explain that the process is more likely to happen when solutions are (1) conditioned by the very risk-opportunity tensions they try to solve and (2) inscribed in material artefacts for greater visibility. As well as augmenting the literature on hybrid partnerships, we contribute to the debate in organization studies about the evolution of collaborations within frames of concurrent risk-opportunity tensions and theorize about the role of materiality in such processes.

Vince, Russ (2019):

Institutional Illogics. The Unconscious and Institutional Analysis.

In: *Organization Studies* 40 (7), S. 953–973. DOI: 10.1177/0170840618765866.

Abstract:

The theme of this essay is how to engage with unconscious dynamics in our analysis of institutions. The essay clarifies the ways in which the unconscious influences institutional structures and organizational practices, and this is the main theoretical contribution to organization studies. A conceptual framework is presented that can help scholars of organizations and institutions to deepen analysis and understanding of how people's organizational lives can be shaped by dynamics that are beyond reason, as well as how such dynamics are embedded in social structures. The terms unconscious and institution are aligned to illustrate a new concept, 'institutional illogics'. This refers to the structuring and unsettling effects of unconscious dynamics, particularly social defences and shared fantasies, on organizations and institutions. Examples from published, empirical papers are used to illustrate the value of the framework. The concept of illogics is intended to encourage balance alongside the influence of logics on institutional analysis.

Visser, Laura M.; Benschop, Yvonne W. M.; Bleijenbergh, Inge L.; van Riel, Allard C. R. (2019):

Unequal Consumers. Consumerist healthcare technologies and their creation of new inequalities.

In: *Organization Studies* 40 (7), S. 1025–1044. DOI: 10.1177/0170840618772599.

Abstract:

This article examines how consumerist technology creates new inequalities among patients in healthcare. More specifically, we analyse a communication technology that presents a case of consumerization of patients. Using critical diversity literature, we theorize how consumerism embedded in technology assumes a 'universal individual', creating a tension for healthcare professionals between acknowledging differences among patients while aiming for equal treatment of all patients. Based on our empirical analysis of so-called personal online health communities, we explore, at the micro level, how healthcare professionals deal with this tension. We identify four different practices: lacking awareness of differences, downplaying differences, discomfort around acknowledging differences and actively accommodating differences. We theorize how they ultimately all create new inequalities.

Wade, James B.; Harrison, J. Richard; Dobbs, Michael E.; Zhao, Xia (2019):

Who Will Stay and Who Will Go? Related agglomeration and the mortality of professional sports leagues in the United States and Canada, 1871–1997.

In: *Organization Studies* 40 (11), S. 1657–1684. DOI: 10.1177/0170840618789204.

Abstract:

Professional sports leagues play a major role in our society, but little attention has been given to organizational factors related to league survival. We address this issue by examining the effects of related agglomeration (the extent to which league teams are located near teams from other sports that share the same broad professional sport identity), sport age, market heterogeneity (high variance in the number of teams from other sports in its teams' cities), and within-sport league competition (high niche overlap) on league mortality. Related agglomeration may lead to intensified competition but may also lead to benefits by producing agglomeration economies and by driving the development of regional identities. We propose that the effects of related agglomeration vary over a focal population's life cycle. We also argue that leagues with high market heterogeneity have higher chances of failure, particularly under conditions of high competition. We test our ideas using event history analysis to examine mortality in the entire population history of professional sports leagues in the United States and Canada (which are fundamentally different from leagues in other parts of the world) from the first league founding in 1871 until 1997. We find that leagues in young sports whose teams tend to be located in cities with large numbers of other sports (high related agglomeration) suffer from higher mortality rates while leagues that are in more established sports are less likely to fail under these circumstances. Consistent with prior research, leagues are more likely to fail when they experience higher competition (higher niche overlap) with other leagues in their sport, and the effects of competition are exacerbated by high variance in the number of other sports across the leagues' cities (high market heterogeneity). We end by discussing the implications of our results for more common multi-unit organizational forms such as franchises and by considering promising avenues for future research.

Reviews

Andersson, Lynne; Lindebaum, Dirk; Pérezts, Mar (2019):

Book Review Symposium. Slavery in and Around Organizations.

[Review]. In: *Organization Studies* 40 (1), S. 135–138. DOI: 10.1177/0170840618789380.

Andriopoulos, Constantine (2019):

Melissa Schilling Quirky: The Remarkable Story of the Traits, Foibles, and Genius of Breakthrough Innovators Who Changed the World PublicAffairs, 2018. 304pp. ISBN-13: 9781478989608.

[Review]. In: *Organization Studies* 40 (10), S. 1601–1604. DOI: 10.1177/0170840619841237.

Aslan, Alper (2019):

Alexia Cameron: Affected Labour in a Café Culture. The Atmospheres and Economics of ‘Hip’ Melbourne Abingdon: Routledge, 2018.

[Review]. In: *Organization Studies* 40 (5), S. 765–767. DOI: 10.1177/0170840618802761.

Cheney, George (2019):

Timothy Kuhn, Karen L. Ashcraft & François Cooren The Work of Communication: Relational Perspectives on Working and Organizing in Contemporary Capitalism New York and London: Routledge, 2017.

[Review]. In: *Organization Studies* 40 (4), S. 616–619. DOI: 10.1177/0170840618800453.

Crane, Andrew (2019):

Siddharth Kara, Modern Slavery: A Global Perspective New York: Columbia University Press, 2017. 342pp.

[Review]. In: *Organization Studies* 40 (1), S. 143–146. DOI: 10.1177/0170840618789387.

de Bakker, Frank G. A. (2019):

Geoffrey Jones: Profits and Sustainability. A History of Green Entrepreneurship, Oxford: Oxford University Press, 2017.

[Review]. In: *Organization Studies* 40 (9), S. 1431–1434. DOI: 10.1177/0170840619835152.

Greco, Lidia (2019):

Siddharth Kara, *Modern Slavery: A Global Perspective* New York: Columbia University Press, 2017. 342pp.

[Review]. In: *Organization Studies* 40 (1), S. 138–140. DOI: 10.1177/0170840618789388.

Jaros, Stephen (2019):

Jean Tirole: *Economics for the Common Good* Princeton, NJ: Princeton University Press, 2017.

[Review]. In: *Organization Studies* 40 (2), S. 300–303. DOI: 10.1177/0170840618788021.

Jenkins, Jean (2019):

Siddharth Kara, *Modern Slavery: A Global Perspective* New York: Columbia University Press, 2017. 342pp.

[Review]. In: *Organization Studies* 40 (1), S. 147–149. DOI: 10.1177/0170840618789389.

Kelemen, Mihaela (2019):

Philippe Lorino: *Pragmatism and Organization Studies* Oxford: Oxford University Press, 2018.

[Review]. In: *Organization Studies* 40 (6, SI), S. 944–947. DOI: 10.1177/0170840618802753.

Kenny, Kate (2019):

Marianna Fotaki & Nancy Harding: *Gender and the Organization: Women at Work in the 21st Century*. London: Routledge, 2017.

[Review]. In: *Organization Studies* 40 (10), S. 1604–1607. DOI: 10.1177/0170840619835151.

Korn, Tobias (2019):

Todd Sandler: *Terrorism: What Everyone Needs to Know* Oxford: Oxford University Press, 2018.

[Review]. In: *Organization Studies* 40 (11), S. 1767–1770.

Lefsrud, Lianne (2019):

Hans Rosling, Ola Rosling & Anna Rosling Rönnlund: *Factfulness: Ten Reasons We're Wrong About the World – and Why Things Are Better Than You Think* New York: Flatiron Books, 2018.

[Review]. In: *Organization Studies* 40 (7), S. 1093–1096. DOI: 10.1177/0170840618813918.

MacFarlane, Key (2019):

Michael Hardt & Antonio Negri: *Assembly*, New York: Oxford University Press, 2017.

[Review]. In: *Organization Studies* 40 (12), S. 1897–1899. DOI: 10.1177/0170840619844685.

McCann, Leo (2019):

Heinz Bude & Jessica Spengler: *Society of Fear*. Polity Press, 2017.

[Review]. In: *Organization Studies* 40 (8, SI), S. 1272–1274. DOI: 10.1177/0170840619835150.

Michaelson, Christopher (2019):

Gary Saul Morson & Morton O Schapiro. *Cents and Sensibility: What Economics Can Learn from the Humanities* Princeton, NJ: Princeton University Press, 2017.

[Review]. In: *Organization Studies* 40 (7), S. 1089–1093. DOI: 10.1177/0170840618808492.

Mitchell, Rebecca (2019):

Charlan Nemeth. *In Defense of Troublemakers*, Basic Books, 2018.

[Review]. In: *Organization Studies* 40 (12), S. 1900–1902. DOI: 10.1177/0170840619845998.

Moore, Phoebe V. (2019):

Jerry Kaplan. *Artificial Intelligence: What Everyone Needs to Know* Oxford: Oxford University Press, 2016.

[Review]. In: *Organization Studies* 40 (3), S. 466–470. DOI: 10.1177/0170840618792173.

Ortiz, Horacio (2019):

Diane-Laure Arjaliès, Philip Grant, Iain Hardie, Donald MacKenzie & Ekaterina Svetlova. *Chains of Finance: How Investment Management is Shaped* Oxford: Oxford University Press, 2017.

[Review]. In: *Organization Studies* 40 (6, SI), S. 941–944. DOI: 10.1177/0170840618808493.

Pecis, Lara (2019):

Emma Bell, Gianluigi Mangia, Scott Taylor & Maria Laura Toraldo (Eds). *The Organization of Craft Work: Identities, Meanings, and Materiality* (Routledge Studies in Management, Organizations and Society) New York, Routledge, 2018.

[Review]. In: *Organization Studies* 40 (11), S. 1771–1774.

Reedy, Patrick (2019):

James A. Chamberlain. *Undoing Work, Rethinking Community: A critique of the social function of work* Ithaca and London: ILR Press, 2018.

[Review]. In: *Organization Studies* 40 (3), S. 463–466. DOI: 10.1177/0170840618792160.

Rowlinson, Michael (2019):

Siddharth Kara, *Modern Slavery: A Global Perspective* New York: Columbia University Press, 2017. 342pp.

[Review]. In: *Organization Studies* 40 (1), S. 141–143. DOI: 10.1177/0170840618789386.

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[Review]. In: *Organization Studies* 40 (8, SI), S. 1269–1272. DOI: 10.1177/0170840619835153.

Sorbom, Adrienne (2019):

Leo McCann. *A Very Short, Fairly Interesting and Reasonably Cheap Book About Globalization* Los Angeles: SAGE Publications, 2018.

[Review]. In: *Organization Studies* 40 (2), 297–300. DOI: 10.1177/0170840618788309.

Taylor, Scott (2019):

Sverre Spoelstra. *Leadership and Organization: A philosophical introduction*, London: Routledge, 2018.

[Review]. In: *Organization Studies* 40 (5), S. 768–770. DOI: 10.1177/0170840618802760.

Valtonen, Anu (2019):

Matthew Walker. *Why We Sleep: The new science of sleep and dreams*, Penguin Books, Harmondsworth. UK, 2018.

[Review]. In: *Organization Studies* 40 (9), S. 1434–1438. DOI: 10.1177/0170840619831946.

Zueva-Owens, Anna (2019):

Raka Ray, Jennifer Carlson & Abigail Andrews. *The Social Life of Gender*. Thousand Oaks, CA: Sage, 2018.

[Review]. In: *Organization Studies* 40 (4), S. 613–616. DOI: 10.1177/0170840618793043.

Specials

Brunsson, Nils (2019):

In memoriam. James G. March.

[Obituary]. In: *Organization Studies* 40 (2), S. 291–295. DOI: 10.1177/0170840618823653.

Abstract:

One of the founders of modern studies of organizations and its leading scholar, Professor James G. March passed away on 27 September 2018 at the age of 90. He was the father of such concepts and ideas as organizational slack, standard operating procedures, organizational learning, sequential attention to goals, problemistic search, limitation of attention, the firm as a political coalition, the technology of foolishness, and exploration and exploitation – concepts and ideas that are currently standard in the field and often used without reference to their creator.

Perspectives. Policy and Practice in Higher Education (23) 2019

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Editorials

Gander, Michelle (2019):

Improving employee satisfaction through human resource management.

[Editorial]. In: *Perspectives. Policy and Practice in Higher Education* 23 (2-3), S. 37–38. DOI: 10.1080/13603108.2019.1579507.

Law, David (2019):

International comparisons.

[Editorial]. In: *Perspectives. Policy and Practice in Higher Education* 23 (1), S. 1–4. DOI: 10.1080/13603108.2019.1534710.

Law, David (2019):

What works?

[Editorial]. In: *Perspectives. Policy and Practice in Higher Education* 23 (4), S. 115–116. DOI: 10.1080/13603108.2019.1668653.

Original Articles

Barratt-Pugh, Llandis G. B.; Krestelica, Dragana (2019):

Bullying in higher education. Culture change requires more than policy.

In: *Perspectives. Policy and Practice in Higher Education* 23 (2-3), S. 109–114. DOI: 10.1080/13603108.2018.1502211.

Abstract:

This paper argues that higher education managers continually confront the pervasive and corrosive impact of workplace bullying, which appears culturally resilient despite extensive policy regimes. This paper provides a framework for strategic culture change, to reduce the prevalence of bullying behaviour within higher education. While the adverse social impact upon staff provides an ethical rationale for instituting culture change, the organisational cost of bullying provides an additional incentive. The results of our higher education study that was based on academic staff within universities in Croatia and Australia indicated that despite well-engineered policy regimes, levels of bullying remained significantly high, with over one third of staff indicating recent experience of bullying behaviour at work. While staff indicated that a significant gap existed between the rhetoric and reality within the institutions studied, they also indicated actions that might effect cultural change. These options are presented within as a change management model, providing a framework to manage strategic culture change within higher education institutions.

Bray, Esther (2019):

Managing change successfully. A case study at Brunel University London.

In: *Perspectives. Policy and Practice in Higher Education* 23 (4), S. 145–151. DOI: 10.1080/13603108.2019.1578292.

Abstract:

The aim of this paper is to share a case study from Brunel University London's Department of Life Sciences, where a change project was established to manage a significant increase in undergraduate student numbers. It gives an insight into the key factors behind the successful implementation of change, in particular focusing on how the project empowered academic and professional services staff to work together to develop shared solutions. It also emphasises the importance of adopting a project management approach, and the benefits a structured project framework can offer when managing change. Examples of specific solutions developed by the project's work streams are reviewed, along with an analysis of the overall impact of these. These solutions enabled the Department to transition smoothly to a significantly increased student intake without negatively affecting staff workload or the student experience. It is hoped the lessons from this case study will be helpful to those seeking to embrace the challenges of the shifting higher education landscape, by demonstrating a way to successfully manage and implement change which is both positive and effective.

Caldwell, Joanne (2019):

Is it worth it? Reflections on the first two years of a professional doctorate.

In: *Perspectives. Policy and Practice in Higher Education* 23 (2-3), S. 70–74. DOI: 10.1080/13603108.2018.1539045.

Abstract:

This paper will provide insight into the reflective practice that a professional doctorate (EdD) encourages, and how such reflection can affect the professional practice of professional services staff. It concludes with my reflections on how undertaking an EdD has been beneficial, and the self-awareness that I have achieved both from the programme and also from self-realisation.

Coomber, Ruth (2019):

How do professional service staff perceive and engage with professional development programmes within higher education institutions?

In: *Perspectives. Policy and Practice in Higher Education* 23 (2-3), S. 61–69. DOI: 10.1080/13603108.2018.1543216.

Abstract:

Professional development is vital for professional service staff but there is little research evidence on how this group engages with development programmes. A cross-sectional study of professional service staff was carried out in two universities who are engaged in the Association of University Administrators Mark of Excellence. The study examined the perceived barriers and motivations for staff to engage in development and the degree of support from line managers for staff development. A web-based questionnaire was sent to 90 staff in Uni A and 459 staff in Uni B. Descriptive statistics were used to examine the similarities and differences between the universities. Key findings indicated the barriers that prevented staff from engaging in professional development included the lack of a supportive line manager, time, opportunities and workload. Staff felt motivated to engage in professional development when opportunities were linked to future roles and career progression within a defined career pathway.

Cooper, Oliver (2019):

Where and what are the barriers to progression for female students and academics in UK Higher Education?

In: *Perspectives. Policy and Practice in Higher Education* 23 (2-3), S. 93–100. DOI: 10.1080/13603108.2018.1544176.

Abstract:

Gender equality is a high priority for UK universities with research showing that female academics do not progress at the same rate as their male counterparts. Research has been carried out to analyse data across the academic career pathway, from undergraduate student to professorial level, using Uni A as a case study. This research has taken a deductive approach, testing the Leaky Pipeline Theory in Social Science departments, making use of survey data and using qualitative data to interpret quantitative findings. Results showed that there were four stages in the academic career pathway in which women exit at a greater rate than men. This has been shown not to result from a bias in shortlisting or interview, but due to a lack of female applications for progression compared to male applications. To improve this position, UK universities must facilitate part-time working in senior academic positions, recognise talent and empower women to apply for promotion.

Dunbar, David (2019):

Can university senior managers take lessons from sports coaching?

In: *Perspectives. Policy and Practice in Higher Education* 23 (2-3), S. 101–108. DOI: 10.1080/13603108.2018.1544942.

Abstract:

Athletes qualify as ‘elite’ in club, university and national arenas, in terms of their relatively high level of ability and sporting quality. Academic staff in universities have been appointed to their posts based on their intellectual and practical research and teaching abilities/ qualities. Athletes are managed by professional sports coaches and academics are led by senior colleagues appointed for their research, teaching and academic management experience. If elite athletes and academics are compared, distinct similarities are evident. Management and Leadership studies often take examples from sport when considering qualities and lessons for individual or team success. This article considers the benefits or otherwise resulting from sports coach management in terms of the motivational climate, approach, interactions, and technique for performance improvement. It compares these behaviours and outcomes to published academics’ views and the lessons revealed in HE and general business leadership studies and perspectives from a cross-section of literature.

Duvivier, Robbert J. (2019):

How to ‘future-proof’ the use of space in universities by integrating new digital technologies.

[Perspective]. In: *Perspectives. Policy and Practice in Higher Education* 23 (1), S. 18–23. DOI: 10.1080/13603108.2018.1486894.

Abstract:

This paper examines how digital technologies shape the use of space in universities with a particular focus on the implications on organisational level. In order to maximise the potential of new technologies, I argue that universities will have to reconsider their use of space. This includes addressing the impact of new technologies on pedagogies, on facilities and on students. This paper discusses seven organisational consequences, with an aim to guide estate planning and strategic investment in campus buildings and facilities.

Heffernan, Troy A. (2019):

Using university rankings as a potential indicator of student experiences in American higher education.

In: *Perspectives. Policy and Practice in Higher Education* 23 (1), S. 12–17. DOI: 10.1080/13603108.2018.1517108.

Abstract:

Students at America’s most renowned private universities face different acceptance rates, college wealth, class sizes, and potential graduate earnings even in comparison with students at the nation’s highest-ranking public institutions. The analyses that led to these findings frequently focused on national or state-wide comparisons of public versus private universities. This paper contrasts these studies by analysing a fixed group of colleges, those regularly listed in the global top 50 of research and reputation rankings. It argues that even within this small subset of colleges, the highest-ranking public universities have more in common with their similarly positioned private counterparts than with lower ranking public

institutions; a finding reflected in assessments of private colleges. Subsequently, the paper finds that student experiences are more likely defined by a college's reputational rank than by an institution's public or private status, endowment, or acceptance rates, however, the same was found not to be true of potential graduate earnings.

Holzweiss, Peggy C.; Walker, Daniel W.; Conrey, Meredith (2019):

Preparing new professionals for administrative leadership in higher education. Identifying specific skills for training.

In: *Perspectives. Policy and Practice in Higher Education* 23 (2-3), S. 54–60. DOI: 10.1080/13603108.2018.1543217.

Abstract:

Working as an administrator in higher education often requires a graduate degree in order to qualify for entry-level positions. Yet, graduate programmes in higher education are often criticised for not adequately training students for their first administrative responsibilities. In this qualitative study, researchers asked a wide range of higher education administrators to identify specific skills and tasks they observed as challenging to new professionals that needed to be addressed as part of their training. Findings suggest that new professionals may need guidance on navigating and understanding institutional culture; performing required tasks and processes; adjusting their own behaviour, expectations and performance based on feedback and experiences; managing and supervising personnel; and making sound decisions without direct guidance. Implications for preparation programmes and administrative practice are shared.

Langa, Patrício V.; Swanzy, Patrick; Law, David (2019):

Brexit. Some implications for African higher education.

In: *Perspectives. Policy and Practice in Higher Education* 23 (1), S. 28–32. DOI: 10.1080/13603108.2018.1480541.

Abstract:

This article considers how the decisions of the UK government, following the Brexit referendum, may impact on higher education in Africa. Ghana and South Africa are the two countries chosen to exemplify the claim that academic staff in African higher education will lose opportunities to acquire experience in British universities. Academic mobility between Africa and the UK is expected to fall significantly following Brexit.

MacFarlane, Karen (2019):

How can universities contribute to the common good?

In: *Perspectives. Policy and Practice in Higher Education* 23 (4), S. 122–131. DOI: 10.1080/13603108.2019.1567615.

Abstract:

The UK higher education system has become increasingly competitive and stratified prompting calls for a reclaiming of the civic role of universities. This paper argues that, if HE is to reclaim its civic function then civic engagement needs to move beyond being a separate strand of activity for universities, instead becoming a guiding principle. This requires an institution-wide commitment. The paper describes a model developed by a Scottish university to support, recognise and embed civic engagement within the curriculum and wider student experience as part of its core mission. The design and delivery of this development are described and early indicators of its efficacy are provided. Findings indicate that it is possible for universities to operationalise a civic mission by focusing on the curriculum as the mechanism through which to highlight and embed common good attributes. The model described could be replicated in other higher education institutions nationally and internationally.

Melling, Lindsay (2019):

What's in a name? Job title and working identity in professional services staff in higher education.

In: *Perspectives. Policy and Practice in Higher Education* 23 (2-3), S. 48–53. DOI: 10.1080/13603108.2018.1535459.

Abstract:

There has been an increasing interest in the lived experiences of professional services staff working in the higher education sector, but little attention has been given to the role that job title plays in the shaping of working identities for this group of staff. This qualitative study employed semi-structured interviews to explore the experiences of twenty members of professional services staff working in a research-intensive UK university. Job titles were important to the participants but challenges and frustrations arose, sometimes from the job titles themselves, but largely from a lack of understanding of the professional services job structure and how job titles, roles and responsibilities were understood by others within and outside the organisation. Recommendations for institutions and individuals are provided based on the findings.

Moriña, Anabel (2019):

Learning from experience. Training for faculty members on disability.

In: *Perspectives. Policy and Practice in Higher Education* 23 (2-3), S. 86–92. DOI: 10.1080/13603108.2018.1534759.

Abstract:

Through the opinions expressed by 20 Spanish faculty members, this article describes the key elements of a blended learning training programme on disability. Qualitative evaluation was carried out using semi-structured group interviews and open-ended written questionnaires. Satisfaction with the training programme was analysed and its strengths (such as the suitability of blended learning and the inclusion of face-to-face sessions in which students with disabilities talked about their experiences) and weaknesses (such as the need for more training hours and more face-to-face sessions) were identified. As outlined in the conclusions, both the strengths and the weaknesses detected taught us valuable lessons, prompting us to think about possible actions that could be taken to ensure more effective faculty training.

O'Neill, Michael (2019):

Arguments around weighting the first year in degree classification algorithms.

In: *Perspectives. Policy and Practice in Higher Education* 23 (1), S. 24–27. DOI: 10.1080/13603108.2018.1513876.

Abstract:

The UK's HE system is mired in public debate around 'grade inflation', and there is substantial pressure to address the perceived devaluation of degrees through blunt policy measures such as modifying classification algorithms. Policy-makers should be aware of the impact of their actions upon students' learning; this article frames some of the neglected pedagogical arguments in concise syllogistic forms, focusing particularly on the issues around weighting the first year of a traditional UK bachelor's degree classification algorithm.

Qudah, Sumayyah; Davies, Julie; Deakin, Ria (2019):

Can we get more satisfaction? Improving quality of working life survey results in UK universities.

In: *Perspectives. Policy and Practice in Higher Education* 23 (2-3), S. 39–47. DOI: 10.1080/13603108.2018.1534758.

Abstract:

The quality of working life (QoWL) has preoccupied practitioners and management scholars since the 1960s [Grote, G., and D. Guest. 2017. "The Case for Reinvigorating Quality of Working Life Research." *Human Relations* 70 (2): 149–167. doi:10.1177/0018726716654746], while satisfaction and occupational stress for professional and academic staff in universities are issues of growing concern amidst a context of poor student mental health literacy [Gorczynski, P., W. Sims-Schouten, D. Hill, and J. C. Wilson. 2017. "Examining Mental Health Literacy, Help Seeking Behaviours, and Mental Health Outcomes in UK University Students." *The Journal of Mental Health Training, Education and Practice* 12 (2): 111–120]. The enhancement of QoWL appears increasingly difficult to achieve within the UK higher education (HE) sector, with constant

external and internal reforms [Bessant, C., and S. Mavin. 2016. "Neglected on the Front Line: Tensions and Challenges for the First-Line Manager-Academic Role in UK Business Schools." *Journal of Management Development* 35 (7): 916–929. doi:10.1108/JMD-09-2014-0105], the "tyranny of metrics" [Muller, J. Z. 2018. *The Tyranny of Metrics*. Princeton: Princeton University Press], and the continuous decline in QoWL survey results, which became an issue for many UK universities [Denvir, A., J. Hillage, A. Cox, A. Sinclair, and D. Pearmain. 2008. "Quality of Working Life in the UK." <http://www.employment-studies.co.uk/system/files/resources/files/452.pdf>]. Furthermore, there is little understanding of how university HR departments enhance QoWL [Yeo, R. K., and J. Li. 2011. "Working Out the Quality of Work Life: A Career Development Perspective with Insights for Human Resource Management." *Human Resource Management International Digest* 19 (3): 39–45. doi:10.1108/09670731111125952] Titel anhand dieser DOI in Citavi-Projekt übernehmen. This paper presents a new perspective by looking at the role of HR and management in achieving QoWL in the UK's HE sector. The incongruity between strategic human resource management metrics in the HE sector to measure employee well-being and self-reported employee satisfaction has a significant influence on student satisfaction, particularly in large units like business schools. Drawing on secondary data, we contribute to debates on current challenges faced by UK universities and offer practical suggestions to improve QoWL.

Roberts-Bowman, Sarah; Smith, Catherine (2019):

The death of a course. A case study of degree closure.

In: *Perspectives. Policy and Practice in Higher Education* 23 (4), S. 138–144. DOI: 10.1080/13603108.2019.1579764.

Abstract:

As marketisation, stratification and performance measurement besiege Higher Education, managing change becomes a critical leadership and administrative skill. Managing the student experience and organisational reputation take on renewed significance. Yet whilst much attention is paid to quality assurance and validation processes as Higher Education seeks to develop programmes that address stakeholder demands, little work has been done that looks at course closure. It is suggested that fresh perspectives drawn from change communications scholarship, can provide practical value to university leadership teams. In particular, by recognising course closure as a form of trauma, then universities might be better placed to communicate with and support students on closing courses.

Rogers, Nicholas M. (2019):

Why change? A practitioner's perspective on why and how universities tackle organisational change (or don't).

In: *Perspectives. Policy and Practice in Higher Education* 23 (4), S. 152–157. DOI: 10.1080/13603108.2019.1581850.

Abstract:

Over a number of years, universities have needed to become more adept at managing change as internal and external factors affect their longer term financial sustainability. That sustainability is, for many institutions, closely linked to how straightforward (or otherwise) it is to recruit student numbers of the right quality from often diverse markets. However, the scale of a university's financial challenge isn't always enough on its own to dictate how bravely an institution drives its change agenda, nor the nature and pace of change.

Shah, Mahsood; Vu, Hai Yen; Stanford, Sue-Ann (2019):

Trends in private higher education in Australia.

In: *Perspectives. Policy and Practice in Higher Education* 23 (1), S. 5–11. DOI: 10.1080/13603108.2018.1521348.

Abstract:

The last decade has witnessed a significant growth of private higher education around the world. The growth included the number of private education providers, and also the growing number of students. While some countries are experiencing trend growth, others are witnessing decline. Some of the reasons for the decline include increased regulation and stringent accreditation and reaccreditation of higher education institutions and courses, government policies to encourage the growth of public universities, and acquisition of small providers by large private education institutions. The growth of

private higher education has increased competition, and it has also established collaboration with public institutions. The growth of private higher education has also raised concerns about ethical governance, maintenance of academic standards, and mechanisms to plan, review, and improve educational outcomes. This paper focuses on Australia where despite growth, there is limited research about private higher education. This paper reviews literature on the global growth and decline of private higher education. It then analyses the trends in Australia and possible scenarios for the future of private higher education in the country.

Telling, Kathryn (2019):

Different universities, different temporalities. Placing the acceleration of academic life in context.

In: *Perspectives. Policy and Practice in Higher Education* 23 (4), S. 132–137. DOI: 10.1080/13603108.2018.1532930.

Abstract:

A growing body of literature is encouraging academics to slow down their academic work as a way of managing the acceleration of university life. Little attention, however, has been paid to the important differences in temporalities among different sorts of higher education institutions, and the effect this is likely to have upon the sense of acceleration and, crucially, the capacity to resist it. This article discusses interview data with academics at a particularly ‘fast’ academic site, drawn from a broader comparative study of three very different sorts of institution. It argues that the culture at this university is fundamentally structured around the principle of rapid change, in marked contrast to both more research-intensive and more teaching-intensive institutions. Any advice about the management of change must, I argue, take into account the specifics of institutional situations as well as broader structural causes of institutional difference, if it is to prove effective.

Veles, Natalia; Carter, Margaret-Anne; Boon, Helen (2019):

Complex collaboration champions. University third space professionals working together across borders.

In: *Perspectives. Policy and Practice in Higher Education* 23 (2-3), S. 75–85. DOI: 10.1080/13603108.2018.1428694.

Abstract:

In an age of global interconnectedness of people, cultures, technology and professions, within higher education, collaborations between university staff increase in complexity and traverse time and space. Global and local changes and challenges give rise to new and hybrid university professionals – third space professionals – often operating outside their predefined work portfolios on various collaborative projects. Analysing the literature on complex collaborations, the authors discuss three dimensions of collaborative engagements: first, culture in its local, national and global representations; second, integration between professions/occupations; and third, the level of interaction/engagement. Integrating these dimensions into a conceptual model, it is proposed that the university third space serves both as a portal between dimensions and as a vehicle for advancing cross-border collaborations. Third space professionals are likely candidates to assume the role of collaboration champions. Further research and development of the proposed model of university complex collaborations will enhance university workforce development, building staff capabilities and thus increasing organisational collaborative capital.

Reviews

Pearce, Andrew (2019):

Wounds. A memoir of war and love by Fergal Keane, Harper Collins Publ., 2017, ISBN 9780008189259.

[Review]. In: *Perspectives. Policy and Practice in Higher Education* 23 (1), S. 33–34. DOI: 10.1080/13603108.2018.1500401.

Taylor, Philip (2019):

A university education by David Willets, Oxford University Press, 2017, ISBN 9780198767268 / British universities in the brexit moment. Political, economic and cultural implications by Mike Finn, Emerald Publishing, 2018.

[Review]. In: *Perspectives. Policy and Practice in Higher Education* 23 (1), S. 34–36. DOI: 10.1080/13603108.2018.1532466.

Specials

Dandridge, Nicola (2019):

The Office for Students. Reflections on our first year.

[Speech] In: *Perspectives. Policy and Practice in Higher Education* 23 (4), S. 158–161. DOI: 10.1080/13603108.2019.1591538.

Abstract:

"The follwing is the text of a speech made in November 2018 to the Association of University Administrators (AUA) by Nicola Dandridge, chief executive of the Office of Students. [...]"

Kirkwood, Jordan (2019):

The case for personal development.

[What works?]. In: *Perspectives. Policy and Practice in Higher Education* 23 (4), S. 117–121. DOI: 10.1080/13603108.2018.1555192.

Abstract:

This paper examines the use of matrices and strategies in mapping personal (professional) development in an individual's career. In order to optimise opportunities, identify positive steps, and make impactful career moves, we must first employ strategies to understand and reflect on who we are, where we want to go, and why. Utilising matrices and lived experience, this paper argues that there are ways to maximise what we can give to a given situation, opportunity or challenge to equip us with the skills, mind-set and wherewithal to achieve a greater sense of fulfilment.

Policy Reviews in Higher Education (3) 2019

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Editorials

Coates, Hamish (2019):

Eight tactics for engineering consequential higher education policy research papers.

[Editorial]. In: *Policy Reviews in Higher Education* 3 (1), S. 1–3. DOI: 10.1080/17460263.2019.1565635.

Hazelkorn, Ellen; Locke, William (2019):

Editorial.

[Editorial]. In: *Policy Reviews in Higher Education* 3 (2), S. 121–124. DOI: 10.1080/23322969.2019.1639394.

Original Articles

Denisova-Schmidt, Elena; Prytula, Yaroslav; Rumyantseva, Nataliya L. (2019):

Beg, borrow, or steal. Determinants of student academic misconduct in Ukrainian higher education.

In: *Policy Reviews in Higher Education* 3 (1), S. 4–27. DOI: 10.1080/23322969.2018.1518726.

Abstract:

Actions underpinned by the lack of academic integrity are increasingly impacting academic processes within the higher education sector around the world. Bribery, plagiarism and other forms of deception that enable students to obtain undeserved grades or degree certificates undermine the purpose and mission of higher education. By drawing on a representative study conducted among 600 students in Ukraine, this paper explores the determinants of several forms of student academic misconduct and provides insights as to which groups of students are more likely to engage in either monetary or non-monetary corruption. Findings show the importance of student's individual variation in one's levels of general corruption perception and moral stance on corruption, as well as the practical constraints on one's time, living conditions, willingness to study independently, gender and size of the city of origin. While paper focuses only on corruption with direct student involvement, it also outlines a research agenda by discussing the importance of second-order corruption, as well as the role of faculty members and administration in student academic misconduct. Findings will be useful for educators, policymakers and other practitioners.

Dong, Xilu; Maassen, Peter; Stensaker, Bjørn (2019):

Balancing excellence and diversity in higher education? The role of the Chinese first-level discipline evaluation scheme.

In: *Policy Reviews in Higher Education* 3 (2), S. 208–230. DOI: 10.1080/23322969.2019.1640635.

Abstract:

Balancing excellence and diversity effectively in the higher education sector is one of the most challenging tasks for national governments. While a number of countries around the world have initiated university excellence schemes, it is more difficult to identify policy initiatives that also take into account how institutional diversity is to be enhanced simultaneously. By an in-depth analysis of the voluntary, and later mandatory, first-level discipline evaluation scheme in China from 2003 to 2016, the article discusses possible long-term impacts of this scheme both regarding excellence and diversity in the higher education landscape in the country. In conclusion, it is argued that decentralized decision-making within a centralized evaluation scheme is an interesting governance approach for trying to balance excellence and diversity in higher education. However, institutional diversity is not necessarily positively correlated to disciplinary diversity.

Hinfelaar, Maria; Hildreth, Paul (2019):

The role of universities in peripheral regions. The case of the North Wales and Mersey Dee area.

In: *Policy Reviews in Higher Education* 3 (2), S. 189–207. DOI: 10.1080/23322969.2019.1640634.

Abstract:

The purpose of this paper is to address how universities contribute through a helix model of partnership to regional development in a peripheral but functionally connected area which finds itself outside major conurbations. In doing so, it shows how local universities may collaborate with each other and with other institutional actors, including the private sector, to gather data on how their graduates contribute to the regional economy. A case study of the North Wales Mersey Dee area (the 'NWMD'), a cross-border region within the UK, provides the evidence base. There are gaps in international studies into how universities contribute to the development of their cities and regions, because these studies typically assume that the university is part of an urban concentration with the impact of their development and engagement radiating out into the hinterland. This study explores a scenario with a more dispersed picture, requiring even more effort from key stakeholders, along with the universities, to effect positive change through a policy agenda of 'place-based' strategies. Recommendations are made for longitudinal studies in similarly peripheral and under-performing regions to gauge how universities can work within local partnerships, leveraging government-backed investment to drive improvements.

Kim, Terri; Ng, Wilson (2019):

Ticking the 'other' box. Positional identities of East Asian academics in UK universities, internationalisation and diversification.

In: *Policy Reviews in Higher Education* 3 (1), S. 94–119. DOI: 10.1080/23322969.2018.1564886.

Abstract:

This article critically interrogates East Asian academics' positional identities in UK universities, internationalisation and diversification against the Black and Minority Ethnic (BME) and Critical Race Theory (CRT) framework. Contemporary UK policy promoting racial equality and diversity is often over-generalised, while the critical race theory-based literature has focused on hegemonic notions of 'white privilege'. Neither discourse provides an adequate, comparative perspective of power relations within diverse racial and ethnic groups. In advancing this perspective, the article compares the experiences of two groups of East Asian academics working in UK universities. One group is foreign-born but has strong British identities following their English élite education. The other group came to the UK for postgraduate studies and/or chose to work in Britain. The paper changes the picture of a static, black and white perspective in the BME policy and CRT literature by offering a dynamic, fluid discourse involving East Asian academics' narratives of their positional identities and choices.

Molla, Tebeje; Cuthbert, Denise (2019):

Calibrating the PhD for Industry 4.0. Global concerns, national agendas and Australian institutional responses.

In: *Policy Reviews in Higher Education* 3 (2), S. 167–188. DOI: 10.1080/23322969.2019.1637772.

Abstract:

The demands of Industry 4.0 (the Fourth Industrial Revolution) for a future-ready skilled workforce have placed significant political pressure on PhD programs to deliver different sorts of graduates. The paper documents the prevalent 'skills gap' narrative of global policy actors and, using a multi-scalar policy lens, examines global and national research-training policy debates and Australian institutional responses to calls to transform the PhD to make it more amenable to the new economic conditions. We provide a survey and analysis of recent institutional changes to the PhD in Australia and find that these fall into three overlapping categories: increased employability skills training; the development of industry- and end-user engaged programs; and flexible pathways to the PhD. Following this analysis, we step back to ask some critical questions of these developments both in terms of how effectively they answer the challenges put out in Industry 4.0 discourses and the problematic assumptions, silences and omissions in the policy debates and university responses. Drawing on a capability approach to human development we argue that PhD graduates should not only be prepared to meet the demands of Industry 4.0 but also to lead us through the socio-economic transformations this revolution may entail.

Morley, Louise; Leyton, Daniel; Hada, Yumiko (2019):

The affective economy of internationalisation. Migrant academics in and out of Japanese higher education.

In: *Policy Reviews in Higher Education* 3 (1), S. 51–74. DOI: 10.1080/23322969.2018.1564353.

Abstract:

Internationalisation is a polyvalent policy discourse, saturated in conceptual and ideological ambiguity. It is an assemblage of commodification, exploitation and opportunity and is a container for multiple aspirations, anxieties, and affordances. It combines modernisation, detraditionalisation, and expansiveness, with knowledge capitalism, linguistic imperialism, and market dominance. There are notable policy shadows and silences, especially relating to the emerging subjectivities, motivations and narratives of internationalised subjects, and experiences that expose the gendered, racialised, epistemic and affective inequalities constituting academic mobility. This paper explores the affective economy and polycscape of internationalisation drawing upon interview data gathered in one private and one national university in Japan with 13 migrant academics. What emerged from our study is that internationalisation policies, processes and practices generate multiple affective engagements. Internationalising oneself can be repressive and generative, with migrant academics finding themselves both vulnerable and animated by their diverse and frequently embodied experiences.

O'Connor, Pat (2019):

Gender imbalance in senior positions in higher education. What is the problem? What can be done?

In: *Policy Reviews in Higher Education* 3 (1), S. 28–50. DOI: 10.1080/23322969.2018.1552084.

Abstract:

Global scholarship has documented gender discrepancies in power in higher education institutions (HEIs) for several decades. That research is now supported by wider gender equality movements such as those concerned with unequal pay and sexual harassment. Underlying these is the under-representation of women in senior management and full professorial positions. Thus, for example, in the US and the EU men make up the overwhelming majority of those in senior management (Rectors/Presidents/Vice Chancellors) and in full professorial positions. Variation within and across countries and types of institutions suggests that it is necessary to go beyond explanations for this at the individual level. Drawing on research in the sociology of education; higher education studies; management and leadership studies; gender studies; science and policy studies, and using quantitative data, experimental studies, individual case studies and comparative qualitative studies of HEIs, this article focuses on three discourses which legitimate the under-representation of women in senior positions namely excellence, fit and national relevance. It evaluates interventions to deal with this including unconscious bias training, mentoring, gender mainstreaming interventions such as Athena SWAN and ADVANCE and 'nudging' leaders to end gender inequality. It concludes that a fundamental transformation of HEIs is required and suggests ways forward.

Seetanah, Boopendra; Teeroovengadum, Viraiyan (2019):

Does higher education matter in African economic growth? Evidence from a PVAR approach.

In: *Policy Reviews in Higher Education* 3 (2), S. 125–143. DOI: 10.1080/23322969.2019.1610977.

Abstract:

This study investigates the impact of higher education on economic growth and is based on a sample of 18 African economies over the time period 1980–2015. The research makes use of a Panel Vector Autoregression (PVAR) framework to account for potential dynamic and endogenous relationship in modelling of the tertiary education–growth nexus. The findings show that higher education significantly increases the economic growth of the sample of African countries understudy with a lagged time. The economic effect of higher education is observed to be relatively smaller as those reported for the case of developed countries and also in comparison with primary and secondary education. Interestingly, this research also confirms the presence of a reverse causation as the economy's income is also a determinant of tertiary education, although with a lagged time. Domestic and foreign direct investment, education attainment as well as openness level are also observed to be other determinants of tertiary education enrolment. Finally, there is evidence that tertiary education encourages private and foreign direct investment thus indirectly affecting growth rates.

Söderlind, Johan; Geschwind, Lars (2019):

Making sense of academic work. The influence of performance measurement in Swedish universities.

In: *Policy Reviews in Higher Education* 3 (1), S. 75–93. DOI: 10.1080/23322969.2018.1564354.

Abstract:

Based on data from interviews conducted with 14 academic managers at two Swedish universities, this article investigates the consequences of the increasing prevalence of performance measurement in the higher education sector. The study contributes to the discussion of how performance measurement impacts academic work, focusing specifically on its influence on how meaning is created and recreated by academic managers. By applying the sensemaking perspective, as proposed by Weick ([1995. *Sensemaking in Organizations*. Thousand Oaks: SAGE Publications]), the article explores seven properties of the sensemaking process. The study results demonstrate the influence of metrics on the process by which managers give meaning to academic work. Performance measures are interpreted by academic managers as important in acquiring resources, supporting decision-making, and enhancing organisational legitimacy. They also reinforce social scripts of competition and success, although they are often understood as being unable to indicate scientific quality. The consequence for sensemaking in teaching and research activities is that measurable performance is understood to be increasingly important. However, a notable finding from the study is that the managers are aware of how metrics promote specific forms of academic work and often attempt to balance these incentives by acknowledging the values and priorities that these metrics are unable to assess. This finding highlights the important role of academic managers as they counteract some of the pressure caused by various performance measures.

Unangst, Lisa (2019):

Refugees in the German higher education system. Implications and recommendations for policy change.

In: *Policy Reviews in Higher Education* 3 (2), S. 144–166. DOI: 10.1080/23322969.2019.1643254.

Abstract:

The refugee influx in the European context has challenged national systems and individual higher education institutions to develop and iterate solutions for prospective and, increasingly, enrolled university students. In the German setting, enormous federal investment has supported a robust response, though one which in several aspects lacks cohesion. This paper discusses possible implications of refugee student enrolment in German universities, and offers recommendations for policy initiatives in the same context. Key proposals include: revisiting the *numerus clausus* admissions system; expanding the existing student services model; emphasizing an early focus on subject-specific language proficiency (*Fachsprache*); emergency funds for small student expenses; the development of internships for refugee students; and support for student and staff collaboration and information sharing at both the state and federal levels.

Quality in Higher Education (25) 2019

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Editorials

Williams, James (2019):

Editorial.

[Editorial]. In: *Quality in Higher Education* 25 (1), S. 1–3. DOI: 10.1080/13538322.2019.1607984.

Williams, James (2019):

Editorial.

[Editorial]. In: *Quality in Higher Education* 25 (2), S. 115–116. DOI: 10.1080/13538322.2019.1650449.

Williams, James (2019):

Editorial.

[Editorial]. In: *Quality in Higher Education* 25 (3), S. 225–226. DOI: 10.1080/13538322.2019.1696502.

Original Articles

Abebe, Rediet Tesfaye; Ford, Krisztina (2019):

Student feedback channels in Erasmus Mundus Joint Master Degrees. Insights for international joint programmes.

In: *Quality in Higher Education* 25 (1), S. 38–57. DOI: 10.1080/13538322.2019.1594031.

Abstract:

This article explores the status of student feedback channels and the role of student representatives in the quality assurance and enhancement of Erasmus Mundus Joint Master Degree (EMJMD) programmes. It provides an analysis of 1941 open-ended survey responses, covering 87 EMJMD programmes and involving respondents of 129 nationalities. The findings indicate that students and alumni feel that they should be involved in shaping key aspects of their programmes. The results suggest that organisational culture, national policies and regulations bear little relevance to students, as their needs transcend borders and contexts. The study suggests that further harmonisation in internal quality assurance processes would be welcomed by students as they recognise good practice in eliciting student feedback. The empirical findings can be useful in providing policy makers and researchers with a snapshot of prevailing issues in student engagement in quality assurance in the context of international joint programmes.

Alaskar, Amal; D'Errico, Ellen; Alipoon, Laura; Dehom, Salem (2019):

Institutional accreditation in Saudi Arabian higher education. Perceptions and involvement.

In: *Quality in Higher Education* 25 (3), S. 245–260. DOI: 10.1080/13538322.2019.1667630.

Abstract:

A sample of 189 participants from 28 institutions of higher education with baccalaureate programmes in nursing in the Kingdom of Saudi Arabia participated in a study using an on-line survey about perceptions towards institutional accreditation. Perceptions about the purpose, process, and motivation to be involved in an institutional accreditation were measured. Teachers in nursing programmes demonstrated a higher perception of the process and purpose of institutional accreditation than programme deans and senior managers; a surprising finding in light of the importance of accreditation to the reputation of institutions housing programmes of nursing. High perceptions of process and purpose were significant predictors to participants being motivated to be involved in the accreditation process. There was a significant association between having more years in teaching and those with experience in accreditation, with motivation to be involved in the accreditation process. Perception of purpose was significantly higher in government compared to private institutions.

Alzafari, Khaled; Kratzer, Jan (2019):

Challenges of implementing quality in European higher education. An expert perspective.

In: *Quality in Higher Education* 25 (3), S. 261–288. DOI: 10.1080/13538322.2019.1676963.

Abstract:

Embedding quality into higher education institutions is a challenging matter given the complexity of the higher education environment. Although several studies have been conducted seeking to reveal associated challenges, a limited number of researches have been implemented on a cross-national level. This study investigates challenges associated with implementing quality in European higher education institutions as well as exploring the differences amongst them. The methodology involved qualitative analysis for 40 expert interviews coupled with employing 'triangulation of source' procedure to assure the reliability of the findings. Furthermore, the results are quantified to investigate the frequency of challenges. These challenges are discussed under three broad categories: (1) organisation challenges that include quality system, educational system and external stakeholders; (2) implementation challenges including execution, competency and funding challenges; (3) leadership and quality culture challenges. The article relates the challenges to quality in European higher education and the ways to overcome them.

Alzafari, Khaled; Ursin, Jani (2019):

Implementation of quality assurance standards in European higher education. Does context matter?

In: *Quality in Higher Education* 25 (1), S. 58–75. DOI: 10.1080/13538322.2019.1578069.

Abstract:

The vast majority of studies concerning the implementation of quality assurance in higher education institutions have been conducted from a national perspective, with few cross-national studies. This study aimed to explore the implementation of quality assurance standards in Europe from a comparative perspective. A questionnaire based on Standards and Guidelines for Quality Assurance in the European Higher Education Area was developed to compare countries. The results indicate that higher education institutions mainly formulate their quality assurance systems according to national standards or based on their own needs. The main emphasis in quality assurance is on teaching and learning activities and curriculum development. The major contribution of the study lies in showing how different country settings affect the implementation of quality assurance standards through presenting the strengths and weaknesses for quality assurance implementation among several European countries.

Canal Dominguez, Juan Francisco; Rodriguez Gutierrez, Cesar (2019):

University education and transition into the labour market during the financial crisis. Spanish evidence.

In: *Quality in Higher Education* 25 (2), S. 155–170. DOI: 10.1080/13538322.2019.1650448.

Abstract:

This research using a time survival model is aimed at analysing which factors determine the time it took Spanish university graduates to find their first job during the 2009–15 period, a time framework where the Spanish economy underwent the worst effects of the financial crisis. As far as training is concerned, both the type of degree (bachelor or master) and the field of knowledge decisively influence the employability process. Other factors also contribute to significantly reduce the time to obtain the first job. Among these are studying at a private university, taking a university master's degree and studying abroad, as well as speaking some languages and having been awarded any grant. Gender does not seem to exercise any influence.

Dakovic, Goran; Gover, Anna (2019):

Impact evaluation of external quality assurance by the Institutional Evaluation Programme.

In: *Quality in Higher Education* 25 (2), S. 208–224. DOI: 10.1080/13538322.2019.1635304.

Abstract:

This paper examines the impact of external quality assurance evaluations conducted by the Institutional Evaluation Programmes (IEP). IEP is an international quality assurance agency offering improvement-oriented peer reviews to higher education institutions on a voluntary basis. The paper is based on the results of a survey sent to evaluated institutions, which asked about the extent to which the outcomes of the IEP evaluation had been useful for the institution and about the changes that had been implemented as a result. The findings indicate a good level of impact across a range of areas of institutional activity, although this impact is influenced also by other factors and therefore fully establishing causality is difficult. The study also highlights the links between the impact of IEP evaluations and the context sensitive, improvement-oriented approach used by IEP in its evaluation methodology.

Datthey, Kwame; Westerheijden, Don F.; Hofman, W. H. Adriaan (2019):

Compliance with accreditation measures in Ghanaian universities. Students' perspectives.

In: *Quality in Higher Education* 25 (3), S. 304–323. DOI: 10.1080/13538322.2019.1684024.

Abstract:

The article is based on a study conducted among students in selected Ghanaian universities in the year 2015 to confirm the continued maintenance (or improvement) of the minimum quality standards, based on which accreditation had been granted to their respective institutions. Although the students might not have been conversant with the accrediting agency's standards, these requirements were provided as possible answers from which the students were to select responses, based on their observations. These indicators related to curriculum, student assessment policies, student assessment of course content and teaching, policy on ethics, student-staff ratios, physical facilities and library provisions. The responses from both public and private university students confirmed varying degrees of conformity or compliance with the Ghanaian accrediting agency's standards by the universities under its regulation.

Hladchenko, Myroslava; Vossensteyn, Hans (2019):

Ukrainian students' choice of university and study programme. Means-ends decoupling at the state level.

In: *Quality in Higher Education* 25 (2), S. 133–154. DOI: 10.1080/13538322.2019.1634878.

Abstract:

Means-ends decoupling implies that national policies and practices are disconnected from the state's core goal of creating public welfare. Employing sociological institutionalism, this article aims to explore how means-ends decoupling at the state level affects Ukrainian students' choice of university and study programme using semi-structured interviews with 65 full-time students from business studies, social work and professional education at one Ukrainian university. The findings reveal that, first, in addition to the state, the university also sustains means-ends decoupling. Second, means-ends decoupling at the state and university levels hinders the Ukrainian students from attaining their intrinsic and extrinsic motivations, such as personal development, professional preparation and employment. Consequently, the Ukrainian students' choices entail means-ends decoupling at the individual level, the degree of which varies depending on the subject area of the programme, study cycle and individual factors.

Hoobur-Seetah, Soujata Rug (2019):

Factors affecting students' choices of tertiary institutions in small island developing economies.

In: *Quality in Higher Education* 25 (2), S. 117–132. DOI: 10.1080/13538322.2019.1635303.

Abstract:

This paper attempts to identify factors influencing students' choices of higher education institution in Mauritius. Social exchange theory was used as theoretical foundation. A survey was conducted with students at tertiary level in Mauritius. A partial least square structural equation modelling was used to identify factors affecting students' choices of higher education institution in Mauritius. The study revealed that factors like physical environment, transitional support and word of mouth have a significant positive influence on students' choices. Nevertheless, this study also revealed that educational quality and support facilities do not have a significant effect on students' choice in the country. Future research can make use of additional factors to provide more predictive power to the model.

Kadhila, Ngepathimo; lipumbu, Nangula (2019):

Strengthening internal quality assurance as a lever for enhancing student learning experiences and academic success. Lessons from Namibia.

In: *Quality in Higher Education* 25 (1), S. 4–20. DOI: 10.1080/13538322.2019.1597424.

Abstract:

Higher education plays an important role in the social, economic and political development of any given nation. In the Namibian context, quality assurance systems have been put in place at both national and institutional levels through the establishment of national quality assurance agencies and units responsible for quality in institutions. A critical literature analysis of quality assurance systems in higher education shows that although they claim to strike a balance between improvement and accountability, external quality assurance mechanisms tend to have an accountability and compliance focus and to promote managerialisation and bureaucratisation of academia. This article argues that internal quality assurance systems, built on a strong quality culture, tend to be more effective in enhancing the quality of student learning experience and academic success than externally driven quality assurance. Thus, to promote genuine quality, more energy must be invested in external quality assurance capacitating and strengthening internal quality assurance systems.

Leiber, Theodor (2019):

A general theory of learning and teaching and a related comprehensive set of performance indicators for higher education institutions.

In: *Quality in Higher Education* 25 (1), S. 76–97. DOI: 10.1080/13538322.2019.1594030.

Abstract:

In contemporary knowledge societies, performance indicators are an indispensable element of sustainable quality management and enhancement through monitoring and evaluating quality performance of higher education institutions. It is argued that learning and teaching quality in higher education should be approached in a holistic way, namely across the

four subdomains of learning and teaching environment, teaching processes, learning processes and learning outcomes and their assessment. performance indicators related to these areas must align with a synoptic understanding of learning and teaching comprising behavioural, information processing, cognitive, social (constructivism) and humanistic theories of learning. Selected issues from a comprehensive set of about 280 performance indicators for learning and teaching are presented and contextualised. The indicators set resulted and emerged from critical reflection of research literature and explorative surveys of various informed and engaged stakeholders, from 14 public European universities, and a general theory of learning and teaching.

Overberg, Jasmin (2019):

'Skipping the quality abracadabra'. Academic resistance to quality management in Finnish higher education institutions and quality managers' strategies to handle it.

In: *Quality in Higher Education* 25 (3), S. 227–244. DOI: 10.1080/13538322.2019.1685656.

Abstract:

A crucial factor for the success of quality management is support from academic staff. However, previous research indicates 'academic resistance' to quality management. This article analyses the present state of academic resistance in Finnish universities, the reasons behind it and quality managers' strategies to handle it. The data come from responses to an open question asked in the context of a quantitative survey (n = 110) and from semi-structured interviews with persons in both the academic and quality management fields (n = 12). The findings suggest that different kinds of resistance exist, which arise for practical, systemic, cultural and administrative reasons. Subtle forms of resistance, like avoidance, are especially common. While they display understanding for resistance and use it as a feedback instrument, quality managers have two main strategies to handle it: first, by constantly demonstrating the benefits of quality management and second, through linguistic adaption, namely the avoidance of terms associated with 'quality'.

Pastore, Serafina; Manuti, Amelia; Scardigno, Fausta; Curci, Antonella; Pentassuglia, Monica (2019):

Students' feedback in mid-term surveys. An explorative contribution in the Italian university context.

In: *Quality in Higher Education* 25 (1), S. 21–37. DOI: 10.1080/13538322.2019.1594620.

Abstract:

This article focuses on the role of student feedback in the process of higher education quality assurance. The most recent reforms of the educational systems encourage teachers to enlarge their educational paradigm by experimenting with assessment practices that would go behind accountability and be more responsive to students' learning needs. In Italy, despite the widespread acknowledgment of the role played by students' feedback in providing information about the outputs of their education, the quality assurance process has remained, thus far, largely unchanged. Student compliance with rather traditional academic teaching practices and a diffused sense of uselessness of the results coming from end-course surveys represent increasing malpractices in the Italian quality assurance system. In view of the above, the article reports an explorative study aimed to develop a mid-term survey for student feedback. Implications for future research are discussed.

Seyfried, Markus; Reith, Florian (2019):

The seven deadly sins of quality management. Trade-offs and implications for further research.

In: *Quality in Higher Education* 25 (3), S. 289–303. DOI: 10.1080/13538322.2019.1683943.

Abstract:

Quality management in higher education is generally discussed with reference to commendable outcomes such as success, best practice, improvement or control. This paper, though, focuses on the problems of organising quality management. It follows the narrative of the seven deadly sins, with each 'sin' illustrating an inherent trade-off or paradox in the implementation of internal quality management in teaching and learning in higher education institutions. Identifying the trade-offs behind these sins is essential for a better understanding of quality management as an organisational problem.

Staub, Donald (2019):

‘Another accreditation? What’s the point?’. Effective planning and implementation for specialised accreditation.

In: *Quality in Higher Education* 25 (2), S. 171–190. DOI: 10.1080/13538322.2019.1634342.

Abstract:

Globally, attention to quality and accreditation in higher education continues trending upward. This is attributable to a number of factors, such as the internationalisation of higher education, stakeholders demanding accountability, international rankings; parents and students wanting assurance that a diploma equals employment. Universities and individual programmes pursue accreditation because it is mandated; others to stand out in a crowded marketplace. The somewhat voluntary pursuit of accreditation raises two relevant questions. First, to what degree do teachers and administrators perceive its value? Second, for institutions and programmes seeking accreditation for the first time, is there a strategic approach that may effectively help prepare for the accreditation process? First, these issues are explored with teachers and administrators who have experienced the accreditation process. Second, using Bolman and Deal’s four frames for organisational analysis, this research proposes a strategic approach to analysing the institutional context and laying the foundation for successful accreditation efforts.

Tamrat, Wondwosen (2019):

Evaluating the evaluator. Private providers’ views of a quality assurance agency.

In: *Quality in Higher Education* 25 (2), S. 191–207. DOI: 10.1080/13538322.2019.1636495.

Abstract:

The Higher Education Relevance and Quality Agency (HERQA) was established in Ethiopia to spearhead efforts in the assurance of quality at a national level. This study examined the views of private providers about the operational features and practices of HERQA. Findings revealed that despite its significant contributions in formalising and popularising a nationally designed quality assurance regime, private providers consider HERQA to be deficient as regards its capacity, resources, autonomy, communication, double standard practices and internal and external evaluation systems. Based on the findings, it is suggested that HERQA needs to mitigate its structural and operational deficiencies and boost its capacities if it seeks to respond favourably to the mounting challenges of the fledgling and fast-growing higher education system in Ethiopia.

Tomte, Cathrine Edelhard; Fosslund, Trine; Aamodt, Per Olaf; Degn, Lise (2019):

Digitalisation in higher education. Mapping institutional approaches for teaching and learning.

In: *Quality in Higher Education* 25 (1), S. 98–114. DOI: 10.1080/13538322.2019.1603611.

Abstract:

This paper explores the digitalisation of teaching and learning understood as external processes, influenced by government and international trends and as internal processes within the institutions, in Denmark and Norway. These are countries with similarities regarding digitalisation and educational systems. In the internal processes, there was some use of digital technology in teaching and learning when initiated from administration including IT-staff, in collaboration with academic leaders. There was little or only limited reported use of technology for teaching and learning, when the processes were initiated by administration together with enthusiasts among faculty staff, who did not have leadership roles or influence on change. There was more reported use of technology in teaching and learning in Denmark than Norway. The paper discusses possible explanations for these findings and thus illuminates how processes of digitalisation are influenced by broader governance arrangements, institutional maturity and academic and administration staffs.

Vu, Mai Trang (2019):

'University of the world' or the globalised, entrepreneurial logic of professionalism management in the Vietnam context.

In: *Quality in Higher Education* 25 (3), S. 324–339. DOI: 10.1080/13538322.2019.1684653.

Abstract:

This case study of a university in Vietnam examines how professionalism is established and managed in the university context as manifested in institutional quality assurance policies and practices towards academic staff development. By looking at both 'regulations and instrumentalities', the research showcases the different political forces involving in the making of professionalism. The findings suggest that the professionalism emerging from the case study is informed by a managerialist ethos. This striving university with its globalised logic can, in turn, be interpreted against a backdrop of larger socio-cultural contexts. In constructing the contemporary professionalism, there exist several forces and together they form an ecology system that includes both internal and external pressures under the overarching globalisation. A better understanding of these forces raises other questions about how they might change the traditional relationship between university and academic staff members, the impact of globalisation and the nature of teacher work and autonomy in higher education.

Whalley, W. Brian (2019):

Towards institutional 'quality education' policies in higher education. A schema for their implementation.

In: *Quality in Higher Education* 25 (3), S. 340–358. DOI: 10.1080/13538322.2019.1684041.

Abstract:

This paper reviews issues about quality including the United Kingdom government's statements (White Papers of 2011 and 2016) and the development of audits. Institutional educational policies could provide the basis for quality enhancement centred around the White Papers. The development of a 'quality framework' or schema for the production of higher educational policies is presented and explored. Quality provision, of various types, reside in this schema that integrates aspects such as degree structures and educational components in an overall pedagogic framework. Ancillary provision, such as information and computer facilities and learning spaces, are also part of this structure. Academic subject areas are covered by benchmark statements but should be associated with principles for active learning and assessment as the Teaching Excellence Framework is extended in 2020.

Specials

Liu, Li (2019):

Exploring organisational learning in universities' responses to a quality assurance reform. Experiences from Ontario, Canada (vol 24, pg 29, 2018).

[Correction]. In: *Quality in Higher Education* 25 (1), I. DOI: 10.1080/13538322.2018.1440492.

Abstract:

When the above article was published online, the name of the corresponding author in the footnote was wrongly stated as Qin Liu. It should be Li Liu. This has now been corrected in the text. Taylor & Francis apologises for this error.

Editorials

Hicks, Diana (2019):

Introduction to special section. Keynotes from STI 2017.

[Introduction]. In: *Research Evaluation* 28 (1, SI), S. 1. DOI: 10.1093/reseval/rvy031.

Abstract:

For many years, the conference on Science and Technology Indicators (STI) has wrestled with adapting to the changing research and innovation enterprise. Recent years have witnessed the appearance of new types of knowledge, new means of communication, new methodologies, and an increasing emphasis on visualization. Alongside this, we have witnessed the increasing role that large firms play in the production of indicators for policy use. In addition, complex configurations of policy interests have emerged from a wide range of social actors seeking to modify the demands placed on indicators. Most of these challenges relate to profound changes in the way science, technology, and innovation relate to society, and to remain relevant, indicators...

Original Articles

Ahmad, Mahmood; Jan, Muhammad Ayub (2019):

Diversity of information sources. An evaluation of global think tanks knowledge construct.

In: *Research Evaluation* 28 (3), S. 273–278. DOI: 10.1093/reseval/rvz011.

Abstract:

In the realm of policy making, place and prestige of think tanks is acknowledged for their contribution in policy analysis and recommendations. Governments around the world consider the reports and recommendations of leading global think tanks when developing their policies. However, in spite of there being a comprehensive list of typologies and functions of think tanks, much less is known about these ‘machineries of knowledge’ and what enables them ‘to know what they know, and the key sources of variation among them’. Drawing on the theory of epistemic knowledge, this study aims to provide insights about how knowledge is produced inside these machineries of knowledge by looking at source citations’ pattern of reports produced by the top 50 global think tanks. For this purpose, a total of 365 research reports on one country, i.e. Pakistan, published between 2007 and 2016 were retrieved. A total of 17,801 references were extracted and analyzed. The study finds that there is great variation across think tanks in the use of diverse information sources and the use also varies considerably over time even for the same organization.

Barré, Rémi (2019):

Les indicateurs sont morts, vive les indicateurs! Towards a political economy of S&T indicators. A critical overview of the past 35 years.

In: *Research Evaluation* 28 (1, SI), S. 2–6. DOI: 10.1093/reseval/rvy029.

Abstract:

Science and Technology (S&T) indicators are contingent knowledge demanding critique and contextualization for validity: they are value-laden devices. Hence their potential for generating biased knowledge, exhibiting the attributes of devices enabling the social construction of bias and ignorance. But indicators are also prone to criticism and debate, thus, potentially, powerful devices for robust knowledge production. The 80s mark the rise of the new field of S&T indicators aiming at better debates and policies, at the inclusion of science in democracy. Since the mid-90s, there is an extraordinary expansion of S&T indicators field. But the situation today is one of collective blindness through the acceleration of unquestioned S&T activities. To make sense of this situation we contend that (1) S&T indicators have largely become ignorance producing devices, that (2) dominant forces have driven the present design and use of indicators, and that (3) the S&T indicators scientific community, conscious of the drift, has distanced itself since the mid-90s while keeping scientifically active. If the three propositions are correct, then the collective responsibility of the S&T indicators scientific community is to call for an ending of the culturally produced ignorance drift and to pave the way for new designs and uses based on its founding science in democracy problematic.

Bautista-Puig, Núria; García-Zorita, Carlos; Mauleón, Elba (2019):

European Research Council. Excellence and leadership over time from a gender perspective.

In: *Research Evaluation* 28 (4), S. 370–382. DOI: 10.1093/reseval/rvz023.

Abstract:

European Research Council Grants (ERC) have become the most important vehicle for funding scientific research in the EU. Since their creation in 2007, they have provided funding for around 7,000 of the nearly 70,000 proposals for research projects submitted. With a success rate of about 11%, these Grants are highly competitive. Despite major advancement of women's participation in research activity, women overall remain the minority in Science, Technology, Engineering and Mathematics (STEM disciplines). Against that backdrop, this article analyses men's and women's presence in ERC Grants. The gender balance in the ERC Grant, have been examined in three dimensions: Excellence Awarded; Scientific Leadership Position; and Time Series Evolution. The results show that female presence is lower than men as submitted (26% vs 74%), granted (22% vs 78%), expert panel members (28% vs 72%), and as a panel chair (26% vs 74%). State-space prediction of the future pattern of these grants shows that time has no clearly beneficial effect on women's participation as applicants, granted, expert panel members or panel chairs, particularly in the area of Physics and Engineering.

Blundo-Canto, Genowefa; Triomphe, Bernard; Faure, Guy; Barret, Danielle; Romemont, Aurelle de; Hainzelin, Etienne (2019):

Building a culture of impact in an international agricultural research organization. Process and reflective learning.

In: *Research Evaluation* 28 (2), S. 136–144. DOI: 10.1093/reseval/rvy033.

Abstract:

Most agricultural research organizations strive to address societal challenges and contribute to positive societal impacts. Fulfilling this ambition involves embedding a culture of impact in organizational culture, which, in our view, entails three main elements: understanding the role of the research community in contributing to impacts over the long term within the systems in which it operates; equipping researchers to support positive change; and implementing strategies that allow the culture of impact to percolate at various levels of the organization. To build just such a culture, in the past 8 years, Cirad, the French Agricultural Research Center for International Development, embarked on a transformational process, from which we draw key lessons. Building a culture of impact requires fostering transdisciplinary dialogue on the multiple roles of researchers, on their contribution to societal impacts, and on the relevance of this reflection. This involves adapting from pre-existing visions, interactions, and practices. Formalization in the organization's strategy and the action of leading change agents foster its institutionalization. Strengthening capacity to build shared visions of change and collective processes in research design, implementation, and evaluation while respecting the diversity of profiles and approaches in the organization favors appropriation. This requires adequate funding at the project, institutional and funding bodies level, and targeted communication to ensure buy-in by internal and external change agents. We argue that a culture of impact is a reflective culture and long-term dynamics that aims to overcome the dichotomy between research and development and bring agricultural research closer to societal needs.

Boshoff, Neli; Sefatsa, Mpho (2019):

Creating research impact through the productive interactions of an individual. An example from South African research on maritime piracy.

In: *Research Evaluation* 28 (2), S. 145–157. DOI: 10.1093/reseval/rvz001.

Abstract:

This study applied the ‘productive interactions’ approach of research impact assessment to the case of maritime piracy research in South Africa. The focus was on the stakeholder interactions associated with the doctoral work and related activities of an individual researcher. A set of documents-provided by the researcher as evidence of potential impact-was coded systematically in terms of the direct and indirect interactions reflected and whether those interactions were productive. Evidence of either research uptake or research use was taken to imply a productive interaction. The coding generated eleven instances of productive interactions, presented in the form of a contribution narrative. Additional information for contextualization, obtained from interviews with the researcher and one of the stakeholders, was also considered. The study highlights the role of research in relation to an expert’s productive interactions and comments on the feasibility of self-documentation as a method for data collection when constructing an account of contribution. A framework that addresses the lack of focus on the broader effects of productive interactions is also presented, for consideration in future studies of the impact of individual researchers.

Botha, L.; Grobbelaar, Sara S.; Bam, Wouter G. (2019):

Developing an evaluation framework for university-driven technology-based, innovation for inclusive development (UTI4ID) projects.

In: *Research Evaluation* 28 (4), S. 326–343. DOI: 10.1093/reseval/rvz021.

Abstract:

From the evaluation literature related to research and innovation policy, calls have long been made for improved evaluation processes especially where projects and programmes may be evaluated from a systems perspective. Drawing on the literature of innovation systems and innovation for inclusive development (I4ID) this research proposes a state-of-the-art analysis framework, which can be used to evaluate University-driven Technology-based Innovation for Inclusive Development (UTI4ID) projects. In particular, this framework draws on 16 exploratory case studies of UTI4ID that leads to the development of typologies that can be used in future UTI4ID evaluations to better guide such efforts. We thus not only show that advances in the I4ID literature provides an ideal starting point for complexity cognisant evaluations, but also contribute an end-to-end framework to support such evaluations and populate a detailed guide for future UTI4ID projects.

Daumiller, Martin; Siegel, Stefan; Dresel, Markus (2019):

Construction and validation of a short multidisciplinary research performance questionnaire (SMRPQ).

In: *Research Evaluation* 28 (3), S. 241–252. DOI: 10.1093/reseval/rvz009.

Abstract:

Research is often specialized and varies in its nature between disciplines, making it difficult to assess and compare the performance of individual researchers. Specific qualitative and quantitative indicators are usually complex and do not work equally well for different research fields. Therefore, the aim of the present study was to develop an economical questionnaire that is valid across disciplines. We constructed a Short Multidisciplinary Research Performance Questionnaire (SMRPQ), with which researchers can briefly report 11 quantitative and qualitative performance aspects from four areas (research quality, facilitation, transfer/exchange, and reputation) in relation to their peer reference groups (fellow researchers with the same status and discipline). To validate this questionnaire, 557 German researchers from Physics, History, and Psychology fields (53% male, 34% post-docs, and 19% full professors) completed it, and for the purpose of convergent and discriminant validation additionally made assessments regarding specific quantitative and qualitative indicators of research performance as well as affective, cognitive, and behavioural aspects of their research activities (perceptions of positive affect, help-seeking, and procrastination). The results attested reliable measurement, endorsed the postulated structure of the newly developed instrument, and confirmed its invariance across the three disciplines. The SMRPQ and the validation measure were strongly positively correlated, and both demonstrated similar associations with

affect, cognition, and behaviour at work. Therefore, it can be considered a valid and economical approach for assessing research performance of individual researchers across different disciplines, especially within nomothetic research (e.g. regarding personal antecedents of successful research).

Degn, Lise; Mejlgaard, Niels; Schneider, Jesper Wiborg (2019):

Using mixed methods to map vaguely defined research areas.

In: *Research Evaluation* 28 (4), S. 394–404. DOI: 10.1093/reseval/rvz025.

Abstract:

The aim of this article is to present an alternative method for science mapping, which remedies some of the classic limitations to e.g. using co-citation analysis as a mapping tool. With the emergence of new, more complex and interdisciplinary areas of research it becomes important to adjust our understandings of how to study these areas, and the argument of the present paper is that in order to provide high-resolution maps of emerging scientific areas, we need to start in the 'cognitive colleges' of the research areas themselves. To do so, a mixed methods design with co-nomination as its backbone is proposed. The potential and limitations of the alternative approach to science mapping are discussed based on an empirical example of mapping an vaguely defined research area in Denmark.

Esko, Terhi; Miettinen, Reijo (2019):

Scholarly understanding, mediating artefacts and the social impact of research in the educational sciences.

In: *Research Evaluation* 28 (4), S. 295–303. DOI: 10.1093/reseval/rvz018.

Abstract:

This article focuses on the social impact of educational sciences. It introduces a framework for studying the social impact of research and uses it to analyze the social impact of the work of a research group studying learning difficulties at the University of Jyväskylä, Finland. The framework suggests that the social impact of research can be understood in terms of the context of impact. This context is composed of four interacting dimensions: epistemic, artefactual, social-institutional, and spatial-geographical dimensions. In addition, the paper suggests that the understanding of the phenomena to be studied and mediating artefacts based on this understanding play a key role in the expansion of the social impact in the educational sciences. The article provides a means of analyzing the narratives of longer-term impact of research and suggests that even in education-a classical area of advancing public good-the distribution of mediating artefacts is increasingly likely to be realized through markets.

Gibson, Chris; Stutchbury, Tamantha; Ikutegbe, Victoria; Michielin, Nicole (2019):

Challenge-led interdisciplinary research in practice. Program design, early career research, and a dialogic approach to building unlikely collaborations.

In: *Research Evaluation* 28 (1, SI), S. 51–62. DOI: 10.1093/reseval/rvy039.

Abstract:

Challenge-led interdisciplinary research is a relatively new way of bringing together disciplinary expertise in response to complex societal and environmental problems. Common difficulties include how to define interdisciplinary research; how to improve the participation and flourishing of early-career researchers; and how to manage projects with disparate teams of researchers while deepening external collaborations. This article reports from a major initiative of this type. It interrogates qualitative data generated from program evaluation among participating researchers, identifying insights on beneficial structural (program design) and soft infrastructure (human capital) variables, as well as on-going barriers and tensions. Notwithstanding the difficulties of communicating and collaborating across epistemic domains, the program in question exceeded expectations in building interdisciplinary research and early research careers although not necessarily in ways initially imagined. Staggered funding pools meant it was acceptable in early phases for low-cost projects to fail safely, while strict funding guidelines on distal interdisciplinarity compelled unlikely and novel researcher combinations and projects. Moreover, such program design features granted permission to early-career researchers to approach more senior,

cross-faculty researchers as potential collaborators, hence building leadership capacity. Human capital variables included a dialogic approach to project development (curating projects as they evolve), inclusive program leadership, and promotion of the benefits of a collaborative rather than competitive research culture. Distal interdisciplinarity not only nourishes novel and unlikely research projects that respond to complex problems; with good program design and meaningful relationships it can, we argue, also build research careers differently from an early phase.

Gingras, Yves; Khelifaoui, Mahdi (2019):

Do we need a book citation index for research evaluation?

In: *Research Evaluation* 28 (4), S. 383–393. DOI: 10.1093/reseval/rvz024.

Abstract:

Given the importance of books and book chapters as vehicles of knowledge in social sciences and humanities (SSH) disciplines, it has previously been thought that the application of citation metrics to the evaluation of these disciplines should also include, in addition to journal articles, citations from books and book chapters. The main argument supporting this claim is the belief that top cited authors in journal articles and in monographs form two distinct populations. In this article, we compare the rankings of the most cited authors in three SSH disciplines (sociology, philosophy, and history), obtained by counting citations in the journal articles covered in the Web of Science, and a large sample of books and book chapters covered in the book citation index. Contrary to what is often suggested, we show that adding book and book chapter citations to journal citations does not produce significantly different rankings than those obtained solely on the basis of citations in journal articles.

Glennie, Miriam; O'Donnell, Michael; Brown, Michelle; Benson, John (2019):

Referees or sponsors? The role of evaluators in the promotion of research scientists in a public research organization.

In: *Research Evaluation* 28 (1, SI), S. 63–72. DOI: 10.1093/reseval/rvy035.

Abstract:

Evaluators play a central role in assessments of researchers performance for reward, but the nature of their role and influence is not well understood. Ongoing reliance on evaluator judgement is typically justified as a need for referees in contests for reward, because quantitative performance measures alone can be subject to distortion. Yet, if evaluators are able to privately establish or interpret the performance standards utilized in evaluation, it may inhibit equality of opportunity, limit applicant pools, and reinforce existing inequalities. This article untangles the different roles played by evaluators through the development of a typology of systems of performance evaluation from existing literature. The typology is then applied to one type of evaluation system promotion in a public research organization (PRO) to investigate how and why particular evaluator roles emerge, and what contextual factors influence their implementation. Data are drawn from a mixed-method case study of a large Australian PRO, which includes data from one focus group, 22 in-depth interviews and 803 survey responses. The case study finds that evaluators role can extend to sponsorship of researchers through the promotion system when diversity in research specializations inhibits the establishment of uniform performance standards. It also demonstrates that reporting lines and evaluator workload impact how and to whom sponsoring support is given.

Hecking, Tobias; Leydesdorff, Loet (2019):

Can topic models be used in research evaluations? Reproducibility, validity, and reliability when compared with semantic maps.

In: *Research Evaluation* 28 (3), S. 263–272. DOI: 10.1093/reseval/rvz015.

Abstract:

We replicate and analyze the topic model which was commissioned to King's College and Digital Science for the Research Evaluation Framework (REF 2014) in the United Kingdom: 6,638 case descriptions of societal impact were submitted by 154 higher-education institutes. We compare the Latent Dirichlet Allocation (LDA) model with Principal Component Analysis

(PCA) of document-term matrices using the same data. Since topic models are almost by definition applied to text corpora which are too large to read, validation of the results of these models is hardly possible; furthermore the models are irreproducible for a number of reasons. However, removing a small fraction of the documents from the sample-a test for reliability-has on average a larger impact in terms of decay on LDA than on PCA-based models. The semantic coherence of LDA models outperforms PCA-based models. In our opinion, results of the topic models are statistical and should not be used for grant selections and micro decision-making about research without follow-up using domain-specific semantic maps.

Hiruy, Kiros; Murphy, Ray; Lewis, Tom; White, William T.; Purcell, Steven W. (2019):

Measuring scientific impact of fisheries and aquaculture research-for-development projects in South East Asia and the Pacific.

In: *Research Evaluation* 28 (4), S. 313–325. DOI: 10.1093/reseval/rvz019.

Abstract:

Research-for-development (R4D), as a mode of foreign aid, is a practical way to support developing countries. However, few studies have assessed the scientific impacts of R4D projects. Here, we applied an integrated assessment approach to evaluate the scientific impact of research projects commissioned by the Australian Centre for International Agricultural Research's Fisheries Program in the Asia-Pacific region between 2000 and 2012. We use publication metrics and expert panel reviews to examine trends in scientific outputs among 73 fisheries and aquaculture research projects. 'Among projects, there was considerable variation in publication types and outputs (including academic papers, magazine articles, policy reports, books, and book chapters), and projects produced, on average, 10 publications at a funded-dollar cost of AU\$41,000 per publication. Bilateral and multilateral projects tended to produce more refereed journal articles and citations per funded dollar than single-country projects, and publication outputs were poor for certain countries. With the exception of fisheries projects, larger (more highly funded) projects did not produce more journal articles per funded dollar than smaller projects. Project duration had no significant effect on the number of refereed publications, citation rates, or total citations per funded dollar across projects. Aquaculture projects had greater publication impact, per funded dollar than fisheries projects. Beyond the bibliometric measures, qualitative findings indicated that scientific impact was strongly influenced by motivations of project leaders and their institutions. We identified disparate impact performance among industries and countries. These findings could inform future overseas aid investments, policies and strategies. This study offers useful benchmarks for gauging scientific impacts of R4D programs and shows the value of using approaches that go beyond bibliometric measures.

Hohl, Sarah D.; Knerr, Sarah; Thompson, Beti (2019):

A framework for coordination center responsibilities and performance in a multi-site, transdisciplinary public health research initiative.

In: *Research Evaluation* 28 (3), S. 279–289. DOI: 10.1093/reseval/rvz012.

Abstract:

Funding bodies in the USA and abroad are increasingly investing in transdisciplinary research, i.e. research conducted by investigators from different disciplines who work to create novel theoretical, methodological, and translational innovations to address a common problem. Transdisciplinary research presents additional logistical and administrative burdens, yet few models of successful coordination have been proposed or substantiated, nor have performance outcomes or indicators been established for transdisciplinary coordination. This work uses the NIH-funded Transdisciplinary Research on Energetics and Cancer (TREC) Centers Initiative as a case study to put forward a working framework of transdisciplinary research coordination center (CC) responsibilities and performance indicators. We developed the framework using a sequential mixed methods study design. TREC CC functions and performance indicators were identified through key-informant interviews with CC personnel and then refined through a survey of TREC research center and funding agency investigators and staff. The framework included 23 TREC CC responsibilities that comprised five functional areas: leadership and administration, data and bioinformatics, developmental projects, education and training, and integration and self-evaluation, 10 performance outcomes and 26 corresponding performance indicators for transdisciplinary CCs. Findings revealed high levels of agreement about CC responsibilities and performance metrics across CC members and constituents. The success of multi-site, transdisciplinary research depends on effective research coordination. The functions identified in this study help clarify essential responsibilities of transdisciplinary research CCs and indicators of success of those

transdisciplinary CCs. Our framework adds new dimensions to the notion of identifying and assessing CC activities that may foster transdisciplinarity.

Horta, Hugo; Cattaneo, Mattia; Meoli, Michele (2019):

The impact of Ph.D. funding on time to Ph.D. completion.

In: *Research Evaluation* 28 (2), S. 182–195. DOI: 10.1093/reseval/rvz002.

Abstract:

The time for completing a Ph.D. continues to be longer than desirable in most higher education systems worldwide. This is a concern for research funding agencies, universities, academics, and doctoral students facing increasingly constrained labour markets, particularly in academia. This study assesses the role of Ph.D. funding on the time to Ph.D. completion, revisiting literature that has mainly focused on the USA and used single university case studies as the main methodological approach. In this study, a representative national sample of doctorate holders working in Portugal is examined. Following the premise of previous studies, and using Breneman's and the concept of credentials as our main key theoretical approaches, it adds a new element to the analysis: publishing during the Ph.D. related to research funding and time to completion. Our analysis shows that the time to complete the Ph.D. generally results from a combination of funding conditions, publishing during the Ph.D., and an associated time strategy. In particular, our results show that Ph.D. funding increases the time to complete the Ph.D. However, if those receiving Ph.D. funding also publish during their Ph.D. programme, it reduces the time to complete the degree. Funded students who publish finish the Ph.D. earlier than funded students who do not. Unfunded Ph.D. students who are highly research productive take longer to complete the degree. The results also show that STEM students are more susceptible to the effects of funding and research productivity than non-STEM students. The types of funding support do not affect the time to the degree.

Kulczycki, Emanuel (2019):

Field patterns of scientometric indicators use for presenting research portfolio for assessment.

In: *Research Evaluation* 28 (2), S. 169–181. DOI: 10.1093/reseval/rvy043.

Abstract:

This study investigates what names of metrics or databases researchers use to present their research portfolio and how their use is influenced by the field. I have analysed the data comprising 3,695 self-presentation documents (82,710 pages) from various academic promotion procedures in Poland. My study aims to determine the differences in the use of scientometrics indicators across all fields of science. I have used 21 codes (metrics and databases' names) for coding all documents, analysed the patterns of scientometric indicators use, and found out that there is a significant relation between publication patterns and patterns of scientometric indicators use. My analyses reveal that researchers in 'Hard Sciences' (except for mathematics) very often use metrics to describe their output, researchers in 'Soft Sciences' (except for economics) only occasionally use metrics, and scholars from 'Arts' hardly ever use metrics. My most noteworthy finding highlights that patterns of scientometric indicators use are related to the publication patterns in the given field. I conclude with several recommendations for various research policies and show what metrics could be used and expected in promotion procedures in various fields.

Lam, Steven; Dodd, Warren; Whynot, Jane; Skinner, Kelly (2019):

How is gender being addressed in the international development evaluation literature? A meta-evaluation.

In: *Research Evaluation* 28 (2), S. 158–168. DOI: 10.1093/reseval/rvy042.

Abstract:

Gender equity is an increasingly discussed priority and cross-cutting theme within international development evaluation. However, it is unclear whether advances being made in evaluating the outcomes in this area are reflected in the scholarly literature. In this context, a fundamental question is: How is gender being addressed in international development evaluation? To answer this question, we conducted a meta-evaluation to identify, synthesize, and assess published

evaluation studies in international development with a focus on gender. We searched the Web of Science (TM) Core Collection database along with nine evaluation-focused journals using variations of the terms 'program evaluation' and 'gender'. A total of 2027 studies were identified, of which 70 met a priori inclusion criteria. Of the reviewed evaluations, many targeted gender-specific programs and specifically women. While the number of studies that report on gender is growing, and nearly all studies included gender-disaggregated data, often only outcomes by 'women' and 'men' were considered without going further to raise larger questions of gender equity. For evaluation to further contribute to gender equity, we suggest that future peer-reviewed evaluation studies provide data on diverse groups of genders, engage with evaluation stakeholders, consider the larger socio-cultural-political context of programming, encourage the use of evaluation findings, and provide actionable recommendations.

Lind, Jonas Krog (2019):

The missing link. How university managers mediate the impact of a performance-based research funding system.

In: *Research Evaluation* 28 (1, SI), S. 84–93. DOI: 10.1093/reseval/rvy038.

Abstract:

The impact of Performance-based Research Funding System (PRFS) has received increasing attention in recent years. However, the literature has focused on individual-level or country-level effects, mostly ignoring the missing link between PRFSs and their effects: university managers. Drawing upon the sociology of numbers and theories of organizational translation, this article uses the concepts of actionability and legitimacy to analyse how and why managers at two Danish universities undertook local translations of a new Bibliometric Research Indicator (BRI). While scholars have emphasized how research evaluation systems can be either strong or weak by design, this study demonstrates how local managers to some extent make national systems strong or weak. The study also finds though that managers translations are conditioned by a range of background factors. These factors are identified as financial incentives, problem definitions, indicator competition, and identity and culture.

Luo, Junwen; Ordóñez-Matamoros, Gonzalo; Kuhlmann, Stefan (2019):

The balancing role of evaluation mechanisms in organizational governance. The case of publicly funded research institutions.

In: *Research Evaluation* 28 (4), S. 344–354. DOI: 10.1093/reseval/rvz022.

Abstract:

Evaluation taking place within publicly funded research institutions (PRIs) has been practiced as a useful instrument to justify PRIs' public funding and to provide evidence for their internal decision-making. The role of evaluation in organizational governance is well-acknowledged as being important in PRIs' management practices. However, it has not attracted much attention from research evaluation scholars. In this article, we propose that evaluation mechanisms perform a balancing role in organizational governance of PRIs with respect to three main aspects: strategy, funding, and operation, where governance tensions often occur between different stakeholders. This research attempts to contribute to a better understanding of why and how evaluation helps to deal with such governance tensions by looking at three case studies, namely the Max Planck Society (MPG), the Helmholtz Association (HGF), both in Germany, and the Chinese Academy of Sciences (CAS). We illustrate the circumstances and conditions in which evaluation mechanisms, where evaluation procedures and culture are institutionalized and stakeholders' interactions are facilitated, help indeed to mitigate the governance tensions.

Ma, Lai (2019):

Money, morale, and motivation. A study of the Output-Based Research Support Scheme in University College Dublin.

In: *Research Evaluation* 28 (4), S. 304–312. DOI: 10.1093/reseval/rvz017.

Abstract:

Adapted from the Norwegian model, University College Dublin has implemented the Output-Based Research Support Scheme (OBRSS) to stimulate research performance. Semi-structured interviews were conducted to understand the perception of the OBRSS after two years of implementation, its implications on research and publication practices, and the responses to monetary reward as an incentive. This study shows that the effects of the OBRSS on publication practices are intertwined with intrinsic and instrumental values. More importantly and unexpectedly, the study reveals the norms and values concerning academic integrity and research culture, the importance of intrinsic motivation in research and scholarship, as well as morale issues in academic work environment. The findings are consistent with studies of self-determination theory that an incentive scheme can be highly effective if it conveys clear goals and values with a vision of enhanced intrinsic motivation; however, a scheme can be demoralizing when it is perceived as a controlling mechanism.

Ma, Lai; Ladisch, Michael (2019):

Evaluation complacency or evaluation inertia? A study of evaluative metrics and research practices in Irish universities.

In: *Research Evaluation* 28 (3), S. 209–217. DOI: 10.1093/reseval/rvz008.

Abstract:

Evaluative metrics have been used for research assessment in most universities and funding agencies with the assumption that more publications and higher citation counts imply increased productivity and better quality of research. This study investigates the understanding and perceptions of metrics, as well as the influences and implications of the use of evaluative metrics on research practices, including choice of research topics and publication channels, citation behavior, and scholarly communication in Irish universities. Semi-structured, in-depth interviews were conducted with researchers from the humanities, the social sciences, and the sciences in various career stages. Our findings show that there are conflicting attitudes toward evaluative metrics in principle and in practice. The phenomenon is explained by two concepts: evaluation complacency and evaluation inertia. We conclude that evaluative metrics should not be standardized and institutionalized without a thorough examination of their validity and reliability and without having their influences on academic life, research practices, and knowledge production investigated. We also suggest that an open and public discourse should be supported for the discussion of evaluative metrics in the academic community.

McLean, Robert K. D.; Sen, Kunal (2019):

Making a difference in the real world? A meta-analysis of the quality of use-oriented research using the Research Quality Plus approach.

In: *Research Evaluation* 28 (2), S. 123–135. DOI: 10.1093/reseval/rvy026.

Abstract:

High-quality, use-oriented, and well-communicated research can improve social outcomes in low- and middle-income countries and, by doing so, accelerate development progress. We provide a meta-analysis of research supported by Canada's International Development Research Centre. We use a large and unique data set that comprises 170 research studies undertaken over the period 2010–2015. The research examined spans multiple disciplines of the social and natural sciences and was conducted across the globe, with the majority in Africa, Asia, Latin America, the Caribbean, and the Middle East. The evaluative framework we use—Research Quality Plus, RQ+—incorporates argumentation espoused in the Leiden Manifesto. As such, this article presents a case study of doing research evaluation differently and what the results can look like for research policymakers. Our analysis suggests that contrary to conventional wisdom, there is no clear trade-off between the rigor and the utility of research and that research capacity-strengthening effort is positively correlated with the scientific merit of a project. We conclude that those located closest to a development challenge are generally those best positioned to innovate a solution. The results present novel evidence for those supporting, using, and doing research for development.

Milzow, Katrin; Reinhardt, Anke; Soderberg, Sten; Zinoecker, Klaus (2019):

Understanding the use and usability of research evaluation studies.

In: *Research Evaluation* 28 (1, SI), S. 94–107. DOI: 10.1093/reseval/rvy040.

Abstract:

Many research funding and research performing organizations evaluate their operations or are subject to evaluations. A Working Group within Science Europe undertook to illustrate how ex post evaluation of research is actually used. Based on 11 case studies from seven organizations and countries, we explore the use of evaluation studies commissioned or conducted by member organizations. We draw on a theoretical framework that categorizes types of evaluation use, including legitimization, information, learning, steering, mediating, tactical, and ritual use. To explore the factors influencing the use of evaluations, we draw on a logic model of evaluation use developed by Mark and Henry (2004). The study shows that many uses of evaluation studies can (co-)exist. In particular, direct influence on decision-making (steering use) is not the only type of use that practitioners see in their daily work. Equally important types of use include contribution to the knowledge base and cognitive resources within organizations and beyond. Our study highlights that a methodologically rigorous and high-quality evaluation study is a necessary, but not sufficient, condition to use evaluation results. It draws attention to the fact that the context and other factors external to the evaluation itself but often within the realm of the commissioning organization determine the actual use of the evaluation. The findings suggest applying logic models not only to evaluation objects but also to the evaluation exercise itself, so as to consider the underlying mechanisms and chains of influence through which evaluation may have its effects.

Oliveira, Talita Moreira de; Amaral, Livio; dos Santos Pacheco, Roberto Carlos (2019):

Multi/inter/transdisciplinary assessment. A systemic framework proposal to evaluate graduate courses and research teams.

In: *Research Evaluation* 28 (1, SI), S. 23–36. DOI: 10.1093/reseval/rvy013.

Abstract:

There is a growing interest in multi/inter/transdisciplinary (MIT-D) work, which requires increasing levels of knowledge and co-production interaction. Many studies have addressed this theme with different approaches such as the nature of transversal scientific subjects, the concept of knowledge integration, and the dynamics of research groups to work consistently in collaboration. These are critical factors, particularly to government agencies responsible for assessment and funding researchers, research teams, or graduate courses. In this article, we propose a systemic MIT-D framework to graduate courses and research teams assessment. It takes into account the historical and current research in graduate courses assessment and a national graduate assessment system grounded on peer review and descriptive information conducted by a Brazilian public agency. The framework has three levels of analysis, allowing participation of multiple decision makers, using different approaches to explore four analytical dimensions (individual abilities, collaboration, content, and outputs/outcomes). We have analyzed its applicability in scientometric approaches and research assessment conducted by governmental agencies. The proposed framework is suitable and broadly relevant for both researchers and decision makers for analyzing courses and research teams.

Ràfols, Ismael (2019):

S&T indicators in the wild. Contextualization and participation for responsible metrics.

In: *Research Evaluation* 28 (1, SI), S. 7–22. DOI: 10.1093/reseval/rvy030.

Abstract:

The use of indicators in research policy and evaluation is widely perceived as problematic. Responding to demands for explicit normative framings in STI governance, I propose an agenda for transforming the place and role of indicators in policy. Given that expert advice should not separate knowledge formation from decision-making under conditions of uncertainty and lack of value consensus, I argue that current scientometrics is too focused on technical issues, too reductionist, and too isolated from the contexts and values of its use. Using Callons analytical framework of secluded research vs. research in the wild, I propose three moves for improving design and use of science, technology, and innovation (STI) indicators. First, to continue ongoing trends towards pluralizing the data sources, processing and visualization techniques, and expand the research communities involved in scientometrics. Second, to develop forms of quantitative evidence that can be contextualized with the participation of a more diverse set of stakeholders. Third, to

open up the policy framings implicit in measurement, and use quantitative analyses to reveal more balanced perspectives of existing and alternative STI options. I conclude by arguing that these shifts are necessary to preserve epistemic diversity and pluralism in the face of ongoing managerial push for standardization via platforms run by commercial oligopolies.

Robinson-Garcia, Nicolas; Torres-Salinas, Daniel; Herrera-Viedma, Enrique; Docampo, Domingo (2019):

Mining university rankings. Publication output and citation impact as their basis.

In: *Research Evaluation* 28 (3), S. 232–240. DOI: 10.1093/reseval/rvz014.

Abstract:

World university rankings have become well-established tools that students, university managers, and policy makers read and use. Each ranking claims to have a unique methodology capable of measuring the ‘quality’ of universities. The purpose of this article is to analyze to which extent these different rankings measure the same phenomenon and what it is that they are measuring. For this, we selected a total of seven world university rankings and performed a principal component analysis. After ensuring that despite their methodological differences, they all come together to a single component; we hypothesized that bibliometric indicators could explain what is being measured. Our analyses show that ranking scores from whichever of the seven league tables under study can be explained by the number of publications and citations received by the institution. We conclude by discussing policy implications and opportunities on how a nuanced and responsible use of rankings can help decision-making at the institutional level.

Roelofs, Susan; Edwards, Nancy; Viehbeck, Sarah; Anderson, Cody (2019):

Formative, embedded evaluation to strengthen interdisciplinary team science. Results of a 4-year, mixed methods, multi-country case study.

In: *Research Evaluation* 28 (1, SI), S. 37–50. DOI: 10.1093/reseval/rvy023.

Abstract:

Evaluation of interdisciplinary, team science research initiatives is an evolving and challenging field. This descriptive, longitudinal, mixed methods case study examined how an embedded, formative evaluation approach contributed to team science in the interdisciplinary Research into Policy to Enhance Physical Activity (REPOPA) project, which focused on physical activity policymaking in six European countries with divergent policy systems and researcher/policymaker networks. We assessed internal project collaboration, communication, and networking in four annual data collection cycles with REPOPA team members. Data were collected using work package team and individual interviews, and quantitative collaboration and social network questionnaires. Interviews were content analyzed; social networks among team members and with external stakeholder were examined; collaboration scores were compared across 4 years using analysis of variance (ANOVA). Annual monitoring reports with action recommendations were prepared and discussed with consortium members. Results revealed consistently high response rates. Collaboration and communication scores, high at baseline, improved slightly, but ANOVA results were nonsignificant. Internal network changes tracked closely with implementation progress. External stakeholders were primarily governmental, with a marked shift from local/provincial level to national/international during the project. Diversity (disciplinary, organizational, and geopolitical) was a project asset influencing and also challenging collaboration, implementation, and knowledge translation strategies. In conclusion, formative evaluation using an embedded, participatory approach demonstrated utility, acceptability, and researcher engagement. A trusting relationship between evaluators and other project members built on joint identification of team science objectives for the evaluation at project outset, codeveloping guiding principles, and encouraging team reflexivity throughout the evaluation.

Saetnan, Ann Rudinow; Tondel, Gunhild; Rasmussen, Bente (2019):

Does counting change what is counted? Potential for paradigm change through performance metrics.

In: *Research Evaluation* 28 (1, SI), S. 73–83. DOI: 10.1093/reseval/rvy032.

Abstract:

This qualitative case study of emergent practices in a multi-paradigmatic field at one department in Norway explores how performance metrics in science intra-act with staff composition and resource allocation, potentially affecting paradigm trends. Inspired by agential realism, we discuss four key metrics as the material core of an assemblage through which Academe is iteratively enacted. Separately, together, and in concert with other metrics and practices, these play major roles in steering disciplinary development. Our empirical material consists of official documents, bibliometric outputs, and auto-ethnographic observations. Metrics and the practices and institutions they measure are iteratively co-emergent. Responses to the assemblage include hyper-cooperation, cooptation, and resistance. Effects are not uniform and may add to discrimination according to field and position status. Emphasis on international publication may also lead to increasing distance between social sciences and the local society they are entrusted to study. Recently, we and other colleagues have become concerned that performance metrics may also be contributing to paradigm bias in hiring procedures.

Solans-Domènech, Maite; Pons, Joan M. V.; Adam, Paula; Grau, Josep; Aymerich, Marta (2019):

Development and validation of a questionnaire to measure research impact.

In: *Research Evaluation* 28 (3), S. 253–262. DOI: 10.1093/reseval/rvz007.

Abstract:

Although questionnaires are widely used in research impact assessment, their metric properties are not well known. Our aim is to test the internal consistency and content validity of an instrument designed to measure the perceived impacts of a wide range of research projects. To do so, we designed a questionnaire to be completed by principal investigators in a variety of disciplines (arts and humanities, social sciences, health sciences, and information and communication technologies). The impacts perceived and their associated characteristics were also assessed. This easy-to-use questionnaire demonstrated good internal consistency and acceptable content validity. However, its metric properties were more powerful in areas such as knowledge production, capacity building and informing policy and practice, in which the researchers had a degree of control and influence. In general, the research projects represented an stimulus for the production of knowledge and the development of research skills. Behavioural aspects such as engagement with potential users or mission-oriented projects (targeted to practical applications) were associated with higher social benefits. Considering the difficulties in assessing a wide array of research topics, and potential differences in the understanding of the concept of 'research impact', an analysis of the context can help to focus on research needs. Analyzing the metric properties of questionnaires can open up new possibilities for validating instruments used to measure research impact. Further to the methodological utility of the current exercise, we see a practical applicability to specific contexts where multiple discipline research impact is required.

Testa, Giuseppina; Szkuta, Katarzyna; Cunningham, Paul N. (2019):

Improving access to finance for young innovative enterprises with growth potential. Evidence of impact of R&D grant schemes on firms' outputs.

In: *Research Evaluation* 28 (4), S. 355–369. DOI: 10.1093/reseval/rvz016.

Abstract:

Responding to the lack of in-depth research into the effects of R&D grants for scale-ups, this article examines how they impact upon firms' employment, firm economic and innovative performance, and firm innovative activities. Drawing on both policy evaluations and empirical literature relating to R&D programmes and firms' outputs, it contributes by discussing and comparing different types of R&D programmes and analyzing the wider policy implications. Overall, positive outcomes are found on employment, total sales and share of innovative sales (effects which can persist for several years), and companies' innovation capacities. Moreover, the effects for R&D grants for scale-ups are larger than the effects of both generic R&D grants and R&D subsidies. In terms of policy implications, R&D grants stimulate and prepare companies for growth and targeted funding (technology focused) delivers better results for disruptive innovations, whereas generic grants for small and medium-sized enterprises are better suited for knowledge diffusion. Despite the positive effects of milestone-based selection mechanisms and phased funding, they are still under-used. Competitive R&D grants help companies to attract follow up (especially equity) funding. When coupled with complementary services (e.g. networking, advice), there is a longer lasting effect. Lastly, tax incentives and grants are complementary as regards to their impact on firm growth and innovation activities.

Veletanlić, Emina; Sá, Creso (2019):

Government programs for university-industry partnerships. Logics, design, and implications for academic science.

In: *Research Evaluation* 28 (2), S. 109–122. DOI: 10.1093/reseval/rvy034.

Abstract:

Canada's research policy over the past three decades has steered national science toward industrial innovation. Yet, the outcomes of this policy orientation are debatable. Macro-level indicators continue to show weak performance in firm innovation, and there is also evidence that this policy stance has had material effects on science at the meso and micro levels. If so much public investment has gone into harnessing university-industry collaborations for a substantial period of time, why has Canada not seen an uptick in innovative activity? To address this puzzle, we turned our gaze to the policy machinery that promotes academic-industrial collaboration. We carried out case studies of two long-standing federal programs supporting research and development activities between universities and industry. Both programs are administered by the Natural Sciences and Engineering Research Council of Canada (NSERC), Canada's largest funder of natural sciences and engineering research. Drawing from multiple sources of data, we find that underneath the apparently successful implementation of these programs lies a misalignment between micro- and meso-level incentives for collaboration, and macro-level policy goals related to technological innovation and economic renewal. Our article makes two main contributions. First, it calls into question the escalating federal investments in university-industry partnership programs, as long as their ability to meet operational milestones remains the main source of evaluation. Second, it demonstrates the relevance and need for the literature to go beyond a focus on narrow technical questions at the micro level, and address broader questions about the purpose, goals, and beneficiaries of university-industry collaboration policy.

Walker, James T.; Salter, Ammon; Fontinha, Rita; Salandra, Rossella (2019):

The impact of journal re-grading on perception of ranking systems. Exploring the case of the Academic Journal Guide and Business and Management scholars in the UK.

In: *Research Evaluation* 28 (3), S. 218–231. DOI: 10.1093/reseval/rvz010.

Abstract:

The marked increase in the use of metrics, such as journal lists, to assess research has had a profound effect on academics' working lives. While some view the diffusion of rankings as beneficial, others consider their diffusion as a malicious development, which further exacerbates a tendency towards managerialism in academia, and undermine the integrity and diversity of academic research. Using data from a large-scale survey and a re-grading of journals in a ranking used by Business and Management UK scholars-the Academic Journal Guide-as a pseudo-experiment, we examine what determines negative and positive perceptions of rankings. We find that the individuals who published in outlets that were upgraded were less hostile to the ranking than those who did not benefit from these changes, and that individuals were also less hostile to the ranking if outlets in their field had benefited from re-grading in the new list. We also find that the individuals who published in outlets that were upgraded were more positive to the ranking than those who did not benefit from these changes, and that individuals were also more positive to the ranking if outlets in their field had benefited from re-grading in the new list.

Review

Heinze, Thomas; Jappe, Arlette (2019):

The evaluation of research in social sciences and humanities. Lessons from the Italian experience. Edited by Andrea Bonaccorsi. 'The evaluation of research in social sciences and humanities. Lessons from the Italian experience', Springer, 2018, 416 p, ISBN 978-3-319-68553-3.

[Review]. In: *Research Evaluation* 28 (2), S. 206–208. DOI: 10.1093/reseval/rvz005.

Abstract:

This book examines very important issues in research evaluation in the Social Sciences and Humanities. It is based on recent experiences carried out in Italy (2011-2015) in the fields of research assessment, peer review, journal classification, and construction of indicators, and presents a systematic review of theoretical issues influencing the evaluation of Social Sciences and Humanities. Several chapters analyse original data made available through research assessment exercises. Other chapters are the result of dedicated and independent research carried out in 2014-2015 aimed at addressing some of the debated and open issues, for example in the evaluation of books, the use of Library Catalog Analysis or Google Scholar, the definition of research quality criteria on internationalization, as well as opening the way to innovative indicators. The book is therefore a timely and important contribution to the international debate.

Kastrinos, Nikos (2019):

Annals of Science and Technology Policy. A review of Albert H. Teich (2018) 'In search of evidence-based science policy: from the endless frontier to the SciSIP', Annals of Science and Technology Policy, Vol 2, pp 75–199, DOI: 10.1561/110:0000000007.

[Review]. In: *Research Evaluation* 28 (3), S. 290–293. DOI: 10.1093/reseval/rvz004.

Specials

Belcher, Brian M.; Ramirez, Luisa F.; Davel, Rachel; Claus, Rachel (2019):

A response to “Assessing the impact of transdisciplinary research. The usefulness of relevance, credibility, and legitimacy for understanding the link between process and impact”.

[Discussion]. In: *Research Evaluation* 28 (2), S. 196–201. DOI: 10.1093/reseval/rvy037.

Abstract:

Hansson and Polk (2018, *Research Evaluation*, 27/2: 132-44) aim to assess the usefulness of the concepts of relevance, credibility, and legitimacy for understanding the link between process and impact in transdisciplinary (TD) research. However, the article misrepresents some of the ideas in the two main reference articles. It also uses definitions of the concepts it aims to test that are inconsistent with the definitions offered by the reference papers. The methods description is insufficient to know what data were collected or how they were analyzed. More importantly, the effort to understand relationships between process and impact in TD research needs more careful definitions of the concepts outcome and impact as well as more objective ways to assess outcomes and impacts. This letter discusses shortcomings in the article and makes suggestions to improve conceptual clarity and methods for empirically assessing TD research effectiveness.

Belcher, Brian M.; Ramirez, Luisa F.; Davel, Rachel; Claus, Rachel (2019):

A response to Hansson and Polk (2018) “Assessing the impact of transdisciplinary research: The usefulness of relevance, credibility, and legitimacy for understanding the link between process and impact” (Retraction of Vol 28, Pg 196, 2019).

[Retraction]. In: *Research Evaluation* 28 (2), E1. DOI: 10.1093/reseval/rvy022.

Abstract:

This article was retracted and has been replaced with 10.1093/reseval/rvy037

Hansson, Stina; Polk, Merritt (2019):

Comments to Belcher et al. 2018's critique of Hansson and Polk 2018.

[Discussion]. In: *Research Evaluation* 28 (2), S. 202–205. DOI: 10.1093/reseval/rvz006.

Abstract:

Assessing the value of transdisciplinary research is a complex and multifaceted enterprise allowing room for many perspectives. The Belcher et al. (2018) critique of our paper (Hansson and Polk 2018) seems to be based on different perspectives and different readings of prior work. These differences for us explains the majority of the criticisms raised against our paper. After having critically reread all of the involved texts we conclude that the analysis, overall conclusions and content of our paper are solid. However, the response to our paper raised some very nuanced and important points regarding how we understand and reference each other's work. In this comment we will respond to and explain the most important issues raised in relation to the aim of our paper, the validity of our empirical results and our interpretation of the reference texts. We find that from different perspectives and with different aims and methods our work comes to very similar conclusions regarding the RCL framework and its usefulness in promoting the societal impact of research.

Original Articles

Alleman, Nathan F.; Nelson, Justin J.; Allen, Cara Cliburn (2019):

The Stigma of Tenure Denied. An Exploration of Individual and Institutional Implications.

In: *Research in Higher Education* 60 (7), S. 1000–1024. DOI: 10.1007/s11162-018-09541-9.

Abstract:

Although tenure denial is a familiar feature of the faculty profession, the dearth of specific research on the subject indicates that it is a phenomenon not sufficiently understood. The analyses that do exist are largely a-theoretical and unsystematic. In this qualitative study, we employed Goffman's social psychological concepts of stigma and moral career to examine whether tenure denial is stigmatizing, and if so, how individuals navigate the personal, social, and professional implications of this undesirable label. Findings highlight the implicit burden of responsibility placed solely on individuals for their tenure denial, the challenge of managing social and professional situations, and the factors that contribute to or mitigate against the establishment of a new sense of self. We argue that just as the profession is learning that non-tenure track faculty should be treated with respect without regard for their non-traditional professional status, so tenure denial, although painful, need not be stigmatic. Rather, individuals may become advocates, activists, and employees (faculty or otherwise) who are able to serve with greater professional clarity and self-understanding as a result of their tenure denial experience.

Allen, Drew; Wolniak, Gregory C. (2019):

Exploring the Effects of Tuition Increases on Racial/Ethnic Diversity at Public Colleges and Universities.

In: *Research in Higher Education* 60 (1), S. 18–43. DOI: 10.1007/s11162-018-9502-6.

Abstract:

As tuition becomes a more prominent tool to address financial challenges of colleges and universities, it is critically important to examine the implications of tuition increases on institutions and their students. The goal of this study is to examine the effects of tuition increases at public 4year and community colleges on institutions' racial/ethnic composition. The study addresses two primary research questions: What are the effects of tuition increases on racial/ethnic diversity at public institutions over time, and do the relationships between tuition increases and racial/ethnic diversity at 4year institutions vary by institution selectivity? The study uses multivariate analyses with fixed effects models to estimate the relationship between observed changes in tuition and racial/ethnic diversity across U.S. public 4 and 2year colleges and universities across a 14year period. The standardized measure of institutional diversity we utilize allows us to consistently evaluate changes in overall racial/ethnic composition of enrolled students that enables comparisons across different institution types. Our findings suggest that tuition increases at open-access, non-selective public 4year institutions are negatively and significantly associated with the racial/ethnic diversity of enrolled students. This same negative relationship can be seen among 2year public institutions, and the effects are more pronounced in full-time, first-time freshmen as compared to the overall full-time campus population.

Baker, Rachel; Evans, Brent; Li, Qiuji; Cung, Bianca (2019):

Does Inducing Students to Schedule Lecture Watching in Online Classes Improve Their Academic Performance? An Experimental Analysis of a Time Management Intervention.

In: *Research in Higher Education* 60 (4), S. 521–552. DOI: 10.1007/s11162-018-9521-3.

Abstract:

Time management skills are an essential component of college student success, especially in online classes. Through a randomized control trial of students in a for-credit online course at a public 4-year university, we test the efficacy of a scheduling intervention aimed at improving students' time management. Results indicate the intervention had positive effects on initial achievement scores; students who were given the opportunity to schedule their lecture watching in advance scored about a third of a standard deviation better on the first quiz than students who were not given that opportunity. These effects are concentrated in students with the lowest self-reported time management skills. However, these effects diminish over time such that we see a marginally significant negative effect of treatment on the last week's quiz grade and no difference in overall course scores. We examine the effect of the intervention on plausible mechanisms to explain the observed achievement effects. We find no evidence that the intervention affected cramming, procrastination, or the time at which students did work.

Baker, Vicki L.; Lunsford, Laura Gail; Pifer, Meghan J. (2019):

Patching Up the "Leaking Leadership Pipeline". Fostering Mid-career Faculty Succession Management.

In: *Research in Higher Education* 60 (6), S. 823–843. DOI: 10.1007/s11162-018-9528-9.

Abstract:

The research presented here contributes to research and practice focused on faculty leadership development by examining the leadership pipeline for mid-career faculty in a consortium of 13 liberal arts colleges. Research findings revealed that mid-career faculty members are in the leadership pipeline, with the department chair position serving as an entry point. However, leadership aspirations beyond the department chair position decline serving as a source of the leaking leadership pipeline. Differences were found by gender. Further, issues of lack of preparation for current and future leadership roles was connected to few mid-career faculty members aspiring to executive leadership positions. Implications for research and practice are discussed.

Beaulac, Cedric; Rosenthal, Jeffrey S. (2019):

Predicting University Students' Academic Success and Major Using Random Forests.

In: *Research in Higher Education* 60 (7), S. 1048–1064. DOI: 10.1007/s11162-019-09546-y.

Abstract:

In this article, a large data set containing every course taken by every undergraduate student in a major university in Canada over 10 years is analysed. Modern machine learning algorithms can use large data sets to build useful tools for the data provider, in this case, the university. In this article, two classifiers are constructed using random forests. To begin, the first two semesters of courses completed by a student are used to predict if they will obtain an undergraduate degree. Secondly, for the students that completed a program, their major is predicted using once again the first few courses they have registered to. A classification tree is an intuitive and powerful classifier and building a random forest of trees improves this classifier. Random forests also allow for reliable variable importance measurements. These measures explain what variables are useful to the classifiers and can be used to better understand what is statistically related to the students' situation. The results are two accurate classifiers and a variable importance analysis that provides useful information to university administrations.

Berthelon, Matias; Bettinger, Eric; Kruger, Diana I.; Montecinos-Pearce, Alejandro (2019):

The Structure of Peers. The Impact of Peer Networks on Academic Achievement.

In: *Research in Higher Education* 60 (7), S. 931–959. DOI: 10.1007/s11162-018-09543-7.

Abstract:

Peer effects are an important contributing factor in the learning process. Most of the prior literature on peer effects focuses on the characteristics of peers rather than examining the structure of peer networks. We attempt to measure not only the impact of peers but also the structure of the peer network. In particular we are interested in the characteristics of students' study groups along several dimensions: quality, heterogeneity, size and cohesion. Using pre-college characteristics of students and a random assignment into sections in their first year, we construct instruments of the study group measures to control for endogeneity of the network formation. Our OLS and IV estimates suggest that peer quality improves student performance, and that the breadth and cohesion of students' network positively affects student outcomes. We also find significant heterogeneity of the results depending on network characteristics. Our findings can be used to assist university administrators or professors to choose criteria for sorting students into study groups.

Birch, Matthew; Rosenman, Robert (2019):

How much does merit aid actually matter? Revisiting merit aid and college enrollment when some students “come anyway”.

In: *Research in Higher Education* 60 (6), S. 760–802. DOI: 10.1007/s11162-018-9532-0.

Abstract:

Merit aid is an increasingly important component of college scholarships, but policymakers are concerned that merit aid is often given to students who would enroll anyway. As a baseline we use a regression discontinuity (RD) framework to test an institution-level merit aid program at a public research university and find that the merit aid program successfully increases the likelihood of enrollment. We then add to the RD a structure that accounts for the probability that specific students would enroll (or not enroll) with certainty. This richer model, which allows us to identify students who are less certain about enrolling, indicates the merit aid is much more effective in convincing such students to enroll.

Bowman, Nicholas A.; Jarratt, Lindsay; Jang, Nayoung; Bono, Timothy J. (2019):

The Unfolding of Student Adjustment During the First Semester of College.

In: *Research in Higher Education* 60 (3), S. 273–292. DOI: 10.1007/s11162-018-9535-x.

Abstract:

College sense of belonging and well-being constitute critical components of college student adjustment and success. Previous studies have generally measured these outcomes at one (or sometimes two) points in time, which prevents researchers from understanding the ongoing adjustment process as well as the dynamic interplay between college experiences and outcomes. This study provides unique insights by examining week-by-week data that consisted of 12,529 total responses from 882 undergraduates during their first semester of college. Fixed-effects regression analyses were used to examine the extent to which weekly changes in students' experiences and interpersonal relationships predicted corresponding changes in adjustment outcomes. Social connection, relationship satisfaction with college friends, and feeling successful in class were most strongly related to changes in belonging and well-being. Some experiences that are often overlooked in higher education research were also significant predictors; specifically, time spent exercising and relationship satisfaction with parents were associated with more favorable outcomes, whereas extensive social media use was associated with poorer outcomes. Implications for research and practice are discussed.

Bowman, Nicholas A.; Miller, Annette; Woosley, Sherry; Maxwell, Nicholas P.; Kolze, Mary Jo (2019):

Understanding the Link Between Noncognitive Attributes and College Retention.

In: *Research in Higher Education* 60 (2), S. 135–152. DOI: 10.1007/s11162-018-9508-0.

Abstract:

The attention to students' noncognitive attributes has recently flourished within academic research and public discourse. This paper adds to the literature by examining the interrelationships among several key noncognitive attributes as well as exploring direct and indirect relationships between noncognitive attributes and second-year retention. Within a multi-institutional sample of 10,622 students, academic self-efficacy, academic grit, self-discipline, and time management all load onto a single noncognitive factor with strong inter-item correlations and internal reliability. Moreover, structural equation modeling analyses indicate a sizable and positive indirect effect of noncognitive attributes on college retention, which is mediated by social adjustment, institutional commitment, and college grade point average.

Campbell, Corbin M.; Michel, Jessica Ostrow; Patel, Shikha; Gelashvili, Maia (2019):

College teaching from multiple angles. A multi-trait multi-method analysis of College Courses.

In: *Research in Higher Education* 60 (5), S. 711–735. DOI: 10.1007/s11162-018-9529-8.

Abstract:

As the field of higher education has used several methods to assess college teaching, the validation of these measures and how they relate to each other has been sparse. This study drew on data from a multi-institutional study of 587 college courses to examine the efficacy of two methods of measuring college teaching (class observation and syllabus analysis) in understanding six college teaching constructs. Results of the multi-trait multi-method (MTMM) modeling analysis revealed a confluence of theory and method in validation: observation was better suited for situated teaching theories that are embedded within disciplines and learners, while syllabus analysis was stronger for robust constructs (such as time on task) that examine coursework across contexts.

Caparros-Ruiz, Antonio (2019):

Time to the Doctorate and Research Career. Some Evidence from Spain.

In: *Research in Higher Education* 60 (1), S. 111–133. DOI: 10.1007/s11162-018-9506-2.

Abstract:

Education and research are considered as the cornerstones of the economic growth and the job creation for the Lisbon Strategy proposed by the European Union. Therefore, understanding the transmission channels of the educational investments to the society is important to inform policymakers and students about the benefits and opportunities associated with the acquisition of human capital. In this context, PhD programs play a significant role to reach the European research goals. The current study contributes to shed empirical evidence about the determinants of the time to the doctorate in Spain and its influence on the probability of carrying out an innovative activity (for example, working as a researcher), in both cases the PhD program's academic field is included as regressors. One of the main hypotheses to verify is whether a prolonged time to complete the doctoral studies is a negative signal about the individual's capacity to develop research skills. If this is the case, longer time to doctorate would imply less probability of working as a researcher. The methodology applied consists in estimating a Cox model to analyse the determinants of the time to the doctorate, and a probit model to examine the probability of being a researcher considering time to the doctorate as an endogenous regressor. Data used in this study come from the 2009 Survey on Human Resources in Science and Technology, provided by the Spanish National Institute of Statistics (INE in 2009 survey on human resources in science and technology, INE, Madrid, 2010).

Chies, Laura; Graziosi, Grazia; Pauli, Francesco (2019):

The impact of the bologna process on graduation. New evidence from Italy.

In: *Research in Higher Education* 60 (2), S. 203–218. DOI: 10.1007/s11162-018-9512-4.

Abstract:

Between 2001 and 2005, higher education in Italy went through a considerable process of reform according to the Bologna Process. This paper evaluates the effects of this process on the academic performance of students. We estimate the difference in graduation probability between students who switched from pre-reform university courses to post-reform

courses and students who carried on their pre-reform academic career. To this end, we considered a sample of 25,866 undergraduate students enrolled 1 year before the implementation of this policy, a number that was reduced by matching techniques to achieve a balanced sample of 1020 units, thereby allowing a causal interpretation of results. Estimates of logistic models on the balanced sample suggest that switching to the post-reform university system increases the probability of completion for younger students. Furthermore, higher socio-economic backgrounds of students are positively related to graduation probability, suggesting that the social inequalities are still noticeable when the completion rates of tertiary education are considered.

Christensen, M. Candace; Harris, Richard J. (2019):

Correlates of Bystander readiness to help among a diverse College Student Population. An intersectional Perspective.

In: *Research in Higher Education* 60 (8), S. 1195–1226. DOI: 10.1007/s11162-018-09544-6.

Abstract:

This study seeks to understand which socio-demographic variables explain bystander readiness to help (BRH) among a diverse (via race/ethnicity) sample of college students. This study uses an intersectional approach by investigating how gender intersects with variables, specific to a college student population (e.g., class level, college of major, sexual harassment on campus), to influence readiness to help. The results are from a survey about campus climate experiences, which includes a stratified random sample of college students from a large Southwestern university in the United States, with 964 respondents. We conducted bivariate crosstabulations, comparisons of means, and multiple regressions. The multiple regression analyses illustrate that for women, the single most robust relationship with BRH is experiences with sexual harassment. For men, the strongest correlate is being a student within the college of liberal and fine arts. The practical and research implications of these findings are discussed.

Cole, Darnell; Kitchen, Joseph A.; Kezar, Adrianna (2019):

Examining a comprehensive college transition program. An account of iterative mixed methods longitudinal survey design.

In: *Research in Higher Education* 60 (3), S. 392–413. DOI: 10.1007/s11162-018-9515-1.

Abstract:

There are few accounts in the higher education literature of mixing methods at the survey design stage and very little guidance targeting higher education researchers and practitioners who want to implement a mixed methods approach to design survey tools. This article explores an eight-step, iterative, mixed methods approach for creating a longitudinal, multi-institutional survey to assess how participation in a comprehensive college transition program is related to students' psychosocial and academic outcomes. In the context of a college transition program study, our mixed methods strategy to develop a survey instrument included initial qualitative data collection and review of psychosocial constructs, psychometric pilot, baseline survey, focus groups, case study research, cognitive interviews, follow-up pilot, and follow-up survey. This article makes a unique contribution to higher education research, providing a potential model for others seeking guidance in mixing methods at the study design and instrument development stage. Major lessons learned from the mixed methods survey design process are discussed.

Dyer, Kathleen D.; Hall, Raymond E. (2019):

Effect of critical thinking education on epistemically unwarranted beliefs in college students.

In: *Research in Higher Education* 60 (3), S. 293–314. DOI: 10.1007/s11162-018-9513-3.

Abstract:

The degree to which students hold epistemically unwarranted beliefs, beliefs not founded on reliable reasoning or credible data, can be used as a measure of critical thinking skills. To this end, college students (n = 806) were surveyed at the beginning and end of a semester. Epistemically unwarranted beliefs were pervasive. Several sections of a critical thinking class that specifically and directly addressed pseudoscience, taught by three different instructors, produced a large and

significant reduction of those beliefs, but research methods classes and unrelated general education classes did not. Most likely to be reduced were beliefs in health pseudoscience and extraordinary life forms. Conspiracy theories were least likely to change. Demographic variables (gender, race, SES) were associated with beliefs at pre-test, but not related to reduction of belief as a result of the class. Similarly, academic indicators that suggest intelligence were related to belief at pre-test, but not change. The one exception was that reduction of belief in health pseudoscience was widespread in all groups at pre-test, but showed the greatest reduction among students with indicators of academic aptitude and achievement. We conclude that the educational approach of directly addressing pseudoscience is effective for changing beliefs, not just increasing knowledge, and that it works for most college students, not just a select subset.

Evans, Brent J.; Boatman, Angela; Soliz, Adela (2019):

Framing and labeling effects in preferences for borrowing for college. An experimental analysis.

In: *Research in Higher Education* 60 (4), S. 438–457. DOI: 10.1007/s11162-018-9518-y.

Abstract:

Evidence from behavioral economics suggests that the framing and labeling of choices affect financial decisions. Through a randomized control trial of over six thousand high school seniors, community college students, and adults without a college degree, we identify the existence of both framing and labeling effects in respondents' preferences for borrowing for postsecondary education. How financially equivalent contracts are framed alters the preferences of high school and community college students. Furthermore, simply labeling a contract a loan reduces the likelihood of selecting that option by 8-11 percentage points among those samples. These effects are more pronounced among Black high school respondents and Hispanic high school and community college respondents who are both twice as likely as White respondents to avoid the loan option when it is labeled a loan. Finally, we provide suggestive evidence that this labeling effect is driven by more risk averse respondents. Our findings imply that the federal government, states, and institutions should be attentive to the language used when offering and explaining financial aid packages for higher education.

Fosnacht, Kevin; Copridge, Keeley; Sarraf, Shimon A. (2019):

How valid is grit in the postsecondary context? A construct and concurrent validity analysis.

In: *Research in Higher Education* 60 (6), S. 803–822. DOI: 10.1007/s11162-018-9524-0.

Abstract:

College admissions leaders increasingly desire to incorporate non-cognitive factors like grit into admissions decisions. Consequently, we examined the validity of the short grit scale (Grit-S) using data collected on undergraduates attending 38 colleges. Using confirmatory factor analysis (CFA), we found that Grit-S does not possess adequate model fit; however, a modified version of the scale does possess this property. Using multi-group CFA, we also found that Grit-S is relatively invariant across multiple demographic groups. Next, we examined the concurrent validity of grit with students' engagement, perceived gains, time spent studying, and grades. These results confirmed previous research that most of the predictive power of grit is contained in its perseverance of effort, not consistency of interest, dimension.

Franke, Ray; Bicknell, Brian (2019):

Taking a break, or taking a class? Examining the effects of incentivized summer enrollment on student persistence.

In: *Research in Higher Education* 60 (5), S. 606–635. DOI: 10.1007/s11162-018-9527-x.

Abstract:

This study examines the effects of an incentivized summer enrollment initiative on student persistence. In particular, we analyze how participation in summer classes (at least 3 credit hours) affect students' likelihood to reenroll in the fall semester at a two-year, private, technical college in Boston. The novel initiative, which provides eligible students with a free summer class of up to four credits, was launched in academic year 2010-2011. We obtained data for five consecutive cohorts since implementation at the Benjamin Franklin Institute of Technology. To study its effects, we build on the framework of academic momentum, human capital theory, and draw from the behavioral economics literature. To better

account for potential selection bias in the estimation, this study employs two propensity score matching techniques, including a doubly robust design. We find that attending summer classes is associated with significant increases in students' chances to persist and reenroll in the fall semester. More specifically, we estimate the average treatment effect (ATE) and average treatment effect on the treated (ATET) to be between 30 and 32%. Results also show a higher percentage of students enrolling in summer classes at this institution (35%) when compared to national rates. Based on our results and previous findings in the literature, we argue there is mounting evidence that attending summer session increases student persistence and degree completion, and that the combination of summer enrollment with well-designed incentive structures can enhance positive effects further. Implications for policy and educational practice are discussed.

Gehrke, Sean; Kezar, Adrianna (2019):

Perceived Outcomes Associated with Engagement in and Design of Faculty Communities of Practice Focused on STEM Reform.

In: *Research in Higher Education* 60 (6), S. 844–869. DOI: 10.1007/s11162-018-9534-y.

Abstract:

This study examines how involvement in four undergraduate faculty communities of practice is associated with faculty perceiving they improved in individual practices related to STEM reform. It is informed by the communities of practice and faculty change literature and utilizes data gathered through a survey of community members ($n = 2503$). The findings reveal engagement experiences and aspects of community design associated with three outcomes—learning and improving practice, developing skills for leadership and change, and networking. These findings contribute to recommendations for designing future STEM reform initiatives.

Giani, Matt S. (2019):

The correlates of credit loss. How demographics, pre-transfer academics, and institutions relate to the loss of credits for vertical transfer students.

In: *Research in Higher Education* 60 (8), S. 1113–1141. DOI: 10.1007/s11162-019-09548-w.

Abstract:

Despite the long-standing centrality and growing prevalence of transfer in the American postsecondary system, students, college professionals, and policymakers decry the lack of credit transferability between colleges. However, limited research has examined the factors most related to the magnitude of credit loss students experience. This study investigated how students' pre-transfer academic characteristics, demographic characteristics, and the institutions they transferred to and from influenced the magnitude of credit loss they experienced. Data is drawn from statewide cohorts of vertical transfer students in two states: Hawaii and North Carolina. Although a number of demographic and pre-transfer academic factors were found to relate to credit loss, the predictors of credit loss varied appreciably across states. Given the significant variability in how states and postsecondary systems manage transfer and articulation, the findings point to the need for additional state-level research exploring the determinants of credit loss for transfer students.

Hawkins Fountain, Joselynn (2019):

The effect of the gainful employment regulatory uncertainty on student enrollment at for-profit institutions of Higher Education.

In: *Research in Higher Education* 60 (8), S. 1065–1089. DOI: 10.1007/s11162-018-9533-z.

Abstract:

In 2010, the Obama Administration proposed new regulations designed to hold institutions of higher education (IHEs) accountable for student outcomes. I examine the effects of the regulatory uncertainty surrounding these "Gainful Employment" (GE) regulations on enrollment at for-profit IHEs. I utilize informational debt rates of GE institutions along with enrollment data from the integrated postsecondary education data system to employ a difference in difference design that compares enrollment before and after the GE regulatory proposal at for-profit IHEs to enrollment at public and nonprofit IHEs. My results suggest that for-profit IHEs experienced slower enrollment growth relative to public and

nonprofit IHEs in the post-GE period. Additionally, enrollment of low-income students appeared to be disproportionately affected by the GE regulatory uncertainty.

Holt, Emily A.; Nielson, Amanda (2019):

Learning communities and unlinked sections. A contrast of student backgrounds, student outcomes, and in-class experiences.

In: *Research in Higher Education* 60 (5), S. 670–683. DOI: 10.1007/s11162-018-9531-1.

Abstract:

Learning communities, the co-registration of student cohorts sharing curricular goals, are often associated with greater academic achievement, retention, inclusivity, and engagement. While not all previous studies unequivocally demonstrate a positive learning community effect on performance, many suggest that students participating in learning communities identify a greater sense of community and interaction with their peers and instructors. Few studies, however, have compiled both academic metrics of success as well as multiple quantitative measures of academic engagement. Moreover, few studies have contrasted these metrics to roughly equivalent classes where the only difference was linkage by a learning community, while holding course content, semester, and instructor constant. Our research goal was to compare academic performance, retention, student background, and engagement of students participating in learning communities to those in similar but unlinked sections. We found no significant differences in academic performance, student background, or engagement between linked learning community classes and unlinked, freestanding sections of the same class. We also found student retention was lower in learning community sections compared to unlinked sections. Some of our findings may reflect our student population of a non-residential, commuter campus where building relationships may be more difficult. We suggest that other metrics of success, including those that quantify interdisciplinary knowledge or skills and collaboration, may better reflect gains of success in learning community environments.

Hu, Xiaodan; Villarreal, Pedro (2019):

Public tuition on the rise. Estimating the effects of Louisiana's performance-based funding policy on institutional tuition levels.

In: *Research in Higher Education* 60 (5), S. 636–669. DOI: 10.1007/s11162-018-9526-y.

Abstract:

Louisiana's performance-based funding (PBF) policy is one of the most recent implementations of performance funding established by a state for accountability purposes. Instead of examining direct academic outcomes, this study focuses on tuition increase as an (un)intended outcome of PBF implementation. We use data from multiple sources to create a panel dataset of public postsecondary institutions across the United States from 2005 to 2013. Applying Difference-in-Differences and propensity score analyses procedures to estimate the causal relationship between PBF implementation and tuition levels at public institutions in Louisiana, our results indicate that treated community colleges responded to PBF by increasing tuition levels statistically significantly above that of their counterfactual institutions. While in-state tuition and fees rose statistically significantly faster at public universities in Louisiana after PBF implementation, out-of-state tuition and fees charged by the treated 4-year institutions did not significantly differ from the increases experienced at counterfactual institutions in non-PBF states. We explore possible explanations for the findings and provide implications for practices and future research.

Hutchings, Kate; Bainbridge, Roxanne; Bodle, Kerry; Miller, Adrian (2019):

Determinants of attraction, retention and completion for aboriginal and torres strait islander higher degree research students. A systematic review to inform future research directions.

In: *Research in Higher Education* 60 (2), S. 245–272. DOI: 10.1007/s11162-018-9511-5.

Abstract:

Expanding the Aboriginal and Torres Strait Islander Australian (hereafter respectfully Indigenous) talent pool to undertake valuable roles in business, health, education, academia, government, policy development and community development is

critical for addressing current disparities between Indigenous and other Australians. Parity of access and engagement with education plays a key role in facilitating participation in these roles but has not yet been attained. This article provides an initial systematic review of literature on the state of the evidence regarding access/attraction, retention and completions for Indigenous Higher Degree Research (HDR) students. This article identifies the quantity (number examined), nature (e.g. focus of study), quality (peer reviewed and evidence of methodological rigour) and characteristics (e.g. publication type, authorship) of the limited publications. Using specific search strings (words or phrases of relevance to the topic), a systematic review methodology was employed to search nine databases and grey (non-peer reviewed) literature from 1995 to 2015. The resultant 12 publications were mined with quality assessed and a predetermined framework used to extract and synthesise the characteristics from individual publications. This research contributes to existing literature about Indigenous Peoples in HDR programs internationally in identifying significant cultural and institutional barriers and highlighting institutional enablers which can contribute to attraction, retention and completion. Building on the prior limited research reported in the review, the article highlights the need for further research and provides an initial agenda of directions for universities and government to redress the disparity in entry and completion of Indigenous Peoples in HDR programs.

Johnson, Iryna Y. (2019):

Destinations of admitted out-of-state Students. A case of one Institution.

In: *Research in Higher Education* 60 (3), S. 315–337. DOI: 10.1007/s11162-018-9516-0.

Abstract:

In recent years many public colleges have attempted to attract and enroll high-achieving and diverse out-of-state students. Understanding why admitted out-of-state students choose to accept or decline their offers of admission has become an important part of these institutions' efforts to achieve their enrollment goals. In this study, out-of-state students admitted to a public research university over a period of 5 years are tracked using the National Student Clearing house database to establish their destination institutions. The dependent variable reflects the type of institution chosen by these students, i.e. private or public, in-state or out-of-state, 4-year or 2-year. The baseline group is composed of those out-of-state students who chose to enroll at the study institution. Mixed multinomial models are estimated using the R mlogit package. Findings indicate that the type of institution these students choose is associated with their high school performance and their parents' educational attainment and income, as well as with the financial aid they were offered by the study institution.

Judson, Eugene; Ross, Lydia; Glassmeyer, Kristi (2019):

How research, teaching, and leadership roles are recommended to male and female engineering faculty differently.

In: *Research in Higher Education* 60 (7), S. 1025–1047. DOI: 10.1007/s11162-018-09542-8.

Abstract:

Across disciplines, male faculty spend more time on research than female faculty. Yet, women tend to teach and mentor students more hours than men (Misra et al. in *Glob J Eng Educ* 14(1):119-131, 2011). These disparities play pivotal roles in tenure and promotion decisions wherein research and leadership roles are most valued (Green in *J Soc Work Educ* 44(2):117-128, 2008). There is considerable evidence suggesting that implicit biases underpin some of these faculty roles differences, particularly in male-dominated disciplines, such as engineering. At the same time, there is limited evidence that, once aware of gender inequity, individuals will engage in bias correction in order to rectify prejudice. This study was designed to evaluate if implicit bias or bias correction could be detected when faculty considered the most appropriate roles for other faculty. Faculty from 50 colleges of engineering completed an activity wherein they assigned five fictitious engineering faculty characters to five assignments (one research, one leadership, and three teaching/advising roles). One version of the activity contained only male names; the other version was identical except for the change of the middle character's name from male (Charlie) to female (Cathy). Results indicated that both men and women were significantly more likely to select Cathy for both the leadership and research positions over Charlie. Regression analysis of the Cathy Group data indicated respondents' gender did not predict selection of Cathy to the leadership role; however, women were significantly more likely than men to select Cathy to do research.

Larose, Simon; Duchesne, Stephane; Litalien, David; Denault, Anne-Sophie; Boivin, Michel (2019):

Adjustment trajectories during the college transition. Types, personal and family antecedents, and academic outcomes.

In: *Research in Higher Education* 60 (5), S. 684–710. DOI: 10.1007/s11162-018-9538-7.

Abstract:

This longitudinal study was aimed to describe and understand student adjustment trajectories during the college transition. Participants came from a large random sample of Quebec high school students. They completed a multidimensional measure of adjustment at two times before entering college and at two other times after college admission. Group-based trajectory analysis showed decreased adjustment for 6% (social adjustment) to 66.1% (academic adjustment) of students over this period, versus improved adjustment for 4.5% (social adjustment) to 11.6% (emotional and academic adjustment). All changes were linear, suggesting progressive changes from Secondary 4 to the second year of college. Multivariate and contingency analyses showed that personal anxiety, academic success, and attention problems in high school were significant determinants for adjustment trajectories, and that these trajectories were subsequently related to perseverance and college graduation.

Lingo, Mitchell D. (2019):

Stratification in study abroad participation after accounting for student intent.

In: *Research in Higher Education* 60 (8), S. 1142–1170. DOI: 10.1007/s11162-019-09545-z.

Abstract:

This study uses the Wabash National Study on Liberal Arts Education to understand student study abroad participation while holding a student's prior intent to study abroad constant. The study augments previous use of the data set by (1) holding intent to study abroad constant across models and (2) focusing on study abroad participation and the socioeconomic construct of parental education. Consistent with theories of high-brow embodied cultural capital and effectively maintained inequality, students of advanced degree parents are more likely to study abroad after holding intent to study abroad and the various forms of capital constant. Intent to study abroad, gender, prior and current academic characteristics, university type, diverse coursework, orientation towards diversity, non-classroom faculty interactions, and co-curricular involvement have associations with study abroad participation. After controlling for intent to study abroad, individual analyses of student socioeconomic status indicate that intent to participate, academic achievement, and liberal arts institution attendance remain salient for increasing study abroad participation, and some other factors had heterogeneous associations among subgroups.

Lowry, Robert C. (2019):

The Effects of State Higher Education Policies and Institutions on Access by Economically Disadvantaged Students.

In: *Research in Higher Education* 60 (1), S. 44–63. DOI: 10.1007/s11162-018-9505-3.

Abstract:

Do state government policies and institutions promote access to postsecondary education by economically disadvantaged students? I analyze the number of state residents receiving federal Pell grants relative to the college-age population raised in low-income households. Using data for 1993–2008, I estimate separate models for total Pell recipients and for those enrolled in public, private nonprofit, and proprietary institutions. I find consistent evidence that state spending on both need- and merit-based financial aid enhances access by economically disadvantaged students, with the effects of need-based aid being larger and more robust than those of aid based at least in part on merit. I also find that students in states with consolidated governing boards have slightly greater access to public and nonprofit institutions than those with statewide coordinating boards. Enrollment by economically disadvantaged students in the public and proprietary sectors also responds to the opportunity costs of attending college, as measured by the state unemployment rate. I do not find evidence of direct effects from state policies limiting affirmative action, or political elites' ideology.

Lukacs, Agnes J.; David, Beata (2019):

Roma Undergraduates' Personal Network in the Process of College Transition. A Social Capital Approach.

In: *Research in Higher Education* 60 (1), S. 64–82. DOI: 10.1007/s11162-018-9503-5.

Abstract:

Roma university students' personal networks become unstable in the process of college transition. We describe the personal networks of these students using the model set up by Brandes et al. (in: Proceedings of the IEEE Pacific visualization symposium (Pacific Vis'08), IEEE Computer Society Press, 2008) and analyse the identified groups utilizing the social capital approach. We mapped seventy-six students' networks applying contact diary. Origin, host and fellow groups significantly differ in their composition; they provide different (bonding' or bridging') type of resources, and their availability to the Roma students is also different. We found significant differences between the students in their tendency to rely on certain groups in the process of academic adjustment.

Manzoni, Anna; Streib, Jessi (2019):

The equalizing power of a college degree for first-generation college students. Disparities across institutions, majors, and achievement levels.

In: *Research in Higher Education* 60 (5), S. 577–605. DOI: 10.1007/s11162-018-9523-1.

Abstract:

Researchers have paid increasing attention to issues of access and retention among first-generation college students but have focused less on their post-college outcomes. We extend this literature by investigating if there is a generational wage gap, that is, a gap between first- and continuing-generation students' wages. We also ask how the generational wage gap varies across institutions, majors, and achievement levels, and what accounts for it. Using data from the Baccalaureate and Beyond Longitudinal Study, we show that 10 years after completing college there is a substantial generational wage gap. However, for women, the generational wage gap fades when controlling for individual characteristics such as race and motherhood status. For men, the generational wage gap does not disappear when controlling for individual characteristics, but does disappear when controlling for labor market characteristics. In addition, we find that the generational wage gap is more a product of how students are distributed into industries, jobs, and work locations than how they are distributed into educational institutions, majors, and achievement levels.

McKinney, Lyle; Novak, Heather; Hagedorn, Linda Serra; Luna-Torres, Maria (2019):

Giving up on a course. An analysis of course dropping behaviors among community college students.

In: *Research in Higher Education* 60 (2), S. 184–202. DOI: 10.1007/s11162-018-9509-z.

Abstract:

Excessive course dropping is costly to students and institutions. Using longitudinal transcript data, this study investigated course withdrawal patterns among 5900 students at a large, racially/ethnically diverse community college district in Texas. Two-thirds of the students dropped at least one course, and 13.5% of the total course enrollments resulted in withdrawal. Course withdrawal rates were significantly higher among students who were: male, African American, age 20–24, GED holders, academically underprepared, enrolled part-time, and had a cumulative college GPA of less than 2.0. Science, mathematics, and writing courses had high drop rates, as did Second Start and fully online courses. Dropping 20% or more of attempted courses was associated with 44% lower odds of a successful enrollment outcome. We hypothesize that community college students are rational, act in their own self-interest, and perform a cost-benefit analysis with the knowledge they possess when deciding whether to drop a particular course. However, students often overuse or misuse the course withdrawal function. Despite acting in self-interest at the moment, the decision to drop a course is often not in students' long-term best interest, and excessive course dropping can resemble a cooling out' mechanism by which students' reduce their aspirations toward degree completion. Recognizing community college structures and rules (e.g., withdrawal procedures, tuition refund policy) influence course dropping decisions, we describe academic policies and classroom practices that can help reduce course withdrawals. We believe that reducing course attrition is a foundational, yet often overlooked, mechanism for reducing community college attrition.

Moss, Brian G.; Bahr, Peter Riley; Arsenault, Leigh; Oster, Meghan (2019):

Knowing is half the battle, or is it? A randomized experiment of the impact of supplemental notification letters on placement exam participation, preparation, and performance.

In: *Research in Higher Education* 60 (6), S. 737–759. DOI: 10.1007/s11162-018-9536-9.

Abstract:

Community college students often are unaware of the stakes involved in their performance on placement exams, used to sort the students into their first math and English courses. In our randomized experiment of approximately 13,000 newly admitted community college students, we test whether informing students, via a supplemental notification letter, about the implications of placement exam scores influences their placement exam participation, preparation, and performance. We also test whether message framing (loss-framed vs. gain-framed) alters the effect of the information on study outcomes. We find that neither type of message has an effect on placement exam preparation or performance. We find limited evidence to suggest that the loss-framed message may have a small effect on the avoidance of placement exams by increasing the likelihood of students' submitting alternative evidence of academic preparation. Overall, our evidence suggests that students' prior knowledge about the ramifications of placement exams is not enough to improve performance. Colleges should consider alternative means of assessing college readiness, such as measures of high school achievement, and should provide students who still have to take placement exams with detailed information about test content and study materials before testing.

Mu, Lanlan; Cole, James (2019):

Behavior-based student typology. A view from student transition from High School to College.

In: *Research in Higher Education* 60 (8), S. 1171–1194. DOI: 10.1007/s11162-019-09547-x.

Abstract:

Several recent studies have successfully identified college student typologies based on individuals' behaviors. One limitation of past studies has been their reliance on one-time cross-sectional assessments. As a result, we are left to ponder the stability of students' behavioral types as their academic years move forward. This study used longitudinal student data from high school to college, to investigate the stability of a behavior-based student typology. Guided by findings in behavioral consistency from personality psychology, this study explored the associations of higher education institution's structure, and supportive elements of the environment and the transition of students' behavior-based types. The results showed that, in high school and higher education settings, students' behaviors in a variety of activities classified students into four types. In the higher education setting, about half of the students were of the same behavioral type while the remaining students engaged in changes as compared with their behavior-based types in high school. Students' background characteristics and institutional environment demonstrated an association related to these shifts.

Mwangi, Chrystal A. George; Cabrera, Alberto F.; Kurban, Elizabeth R. (2019):

Connecting School and Home. Examining parental and School involvement in readiness for College through multilevel SEM.

In: *Research in Higher Education* 60 (4), S. 553–575. DOI: 10.1007/s11162-018-9520-4.

Abstract:

Parental involvement is widely acknowledged as a critical factor influencing the college choice process among families. What is not clear, though, is whether this parental driven factor also takes place at the school level along with school related factors. Using a national sample of 9th grade students drawn from about 900 schools, we found that parental involvement also operates at the school context along with a high school's academic press. Moreover, at both individual- and school-level contexts, parental involvement creates a college-going cultural capital in the form of attainment of milestones towards college.

Myers, Carrie B.; Myers, Scott M.; Peters, Martha (2019):

The Longitudinal Connections Between Undergraduate High Impact Curriculum Practices and Civic Engagement in Adulthood.

In: *Research in Higher Education* 60 (1), S. 83–110. DOI: 10.1007/s11162-018-9504-4.

Abstract:

There is concern that civic engagement in the U.S. has declined recently especially among the younger generations. It is known that one of the strongest predictors of civic engagement is education level, where those with at least a college degree typically have the highest levels of civic engagement. There is also emerging evidence that college curriculum experiences have the potential to instill pro-civic dispositions. In this study, we improved on and advanced past research that examined the associations between undergraduate curriculum experiences and civic engagement. We used cohort and longitudinal data from the 2002-2012 Education Longitudinal Study to test whether experiences in six different high impact practices (HIP) as well as in the number of HIP predicted levels of civic engagement later in adulthood. Based on a series of binomial regression analyses, we found that experiences in HIP significantly predicted higher levels of civic engagement later in adulthood, especially for students who entered college with low levels of pro-civic orientations. Some of these longitudinal relationships were adjusted downward after controlling for precollege selection factors, other college experiences, and other adult outcomes. Still, the significant influence of these undergraduate HIP experiences persisted into adulthood suggesting that individuals carry their curriculum involvements into their post-college transitions including that of being engaged in their communities.

Ngo, Federick (2019):

Fractions in College. How basic math remediation impacts Community College Students.

In: *Research in Higher Education* 60 (4), S. 485–520. DOI: 10.1007/s11162-018-9519-x.

Abstract:

This study investigates the link between basic math skills, remediation, and the educational opportunity and outcomes of community college students. Capitalizing on a unique placement policy in one community college that assigns students to remedial coursework based on multiple math skill cutoffs, I first identify the skills that most commonly inhibit student access to higher-level math courses; these are procedural fluency with fractions and the ability to solve word problems. I then estimate the impact of just missing these skill cutoffs using multiple rating-score regression discontinuity design. Missing just one fractions question on the placement diagnostic, and therefore starting college in a lower-level math course, had negative effects on college persistence and attainment. Missing other skill cutoffs did not have the same impacts. The findings suggest the need to reconsider the specific math expectations that regulate access to college math coursework.

Ou, Dongshu; Hou, Yuna (2019):

Bigger Pie, Bigger Slice? The impact of Higher Education Expansion on educational opportunity in China.

In: *Research in Higher Education* 60 (3), S. 358–391. DOI: 10.1007/s11162-018-9514-2.

Abstract:

China's higher education system has expanded rapidly since 1999. Exploiting variation in the density of university expansion across provinces and high school cohorts and applying a difference-in-differences model, we estimate the impact of higher education expansion on educational access and attainment with a particular focus on students' family and demographic backgrounds. Results indicate that the expansion of university spots increased both access and graduation rates at 4-year universities, but this improvement was driven by those of higher social status, including males, those with highly educated fathers, han-ethnic and urban students. Females, rural students and those with low-educated fathers also benefited once they were able to graduate from high school. Also, the policy had only a limited effect on the likelihood of graduating from high school. As in other countries, education expansion in China has not led to equal distribution of educational opportunities, and the least socioeconomically advantaged students are missing out.

Roksa, Josipa; Kinsley, Peter (2019):

The role of family support in facilitating academic success of low-income students.

In: *Research in Higher Education* 60 (4), S. 415–436. DOI: 10.1007/s11162-018-9517-z.

Abstract:

While college education is a key to upward mobility, low-income students are substantially less likely to earn bachelor's degrees than their more economically advantaged peers. Prior higher education literature illuminates various factors contributing to student success, but few studies consider the role of family support after students enter higher education. We examine how two different forms of family support—emotional and financial—are related to academic outcomes (grades, credit accumulation, and persistence) among low-income college students. Our analyses, based on a sample of 728 first-year low-income students attending eight four-year institutions, indicate that family emotional support plays an important role in fostering positive academic outcomes. Family emotional support is beneficial for academic outcomes as it promotes psychological well-being and facilitates greater student engagement. Financial support is not related to the outcomes examined in the sample as a whole. However, interaction models point to variation by first-generation status wherein continuing-generation students benefit more from family financial support than their first-generation peers. Presented findings offer valuable insights into the role of families in supporting low-income students in college and can inform institutional policies and practices aimed at facilitating their success.

Skinner, Benjamin T. (2019):

Choosing College in the 2000s. An updated analysis using the conditional logistic choice model.

In: *Research in Higher Education* 60 (2), S. 153–183. DOI: 10.1007/s11162-018-9507-1.

Abstract:

In this paper I investigate the college enrollment decisions of a nationally representative cohort of students who first attended in the mid-2000s. I find that while cost, distance, and match continued to be important in the choice between colleges, characteristics of the most-likely college choice appear less important in the choice of whether to enroll at all when controlling for student characteristics and local labor market conditions. Subpopulation analyses on students with high SAT scores and students with low family income, two groups that remain the focus of many financial aid policies, indicate some differences in the way these particular students chose college. Extending prior work by modeling discrete steps in the enrollment decision process—application and enrollment conditional on application—find choice characteristics were most significant in the application stage. These results support other research that shows students may self-select out of potentially better college matches due to lack of information about actual costs or limited geographic opportunity.

Skinner, Benjamin T. (2019):

Making the connection. Broadband access and online course enrollment at public open admissions institutions.

In: *Research in Higher Education* 60 (7), S. 960–999. DOI: 10.1007/s11162-018-9539-6.

Abstract:

Postsecondary students increasingly enroll in online courses, which have the potential to further democratize higher education by expanding access for historically underserved populations. While a number of studies have investigated student outcomes in online courses, past data limitations have hindered robust examination of a potential mechanism underlying the decision to enroll in an online course: access to high speed broadband. With data from the National Broadband Map and IPEDS, I fit a number of Bayesian regression models to investigate the relationship between various measures of broadband access—download speed, upload speed, and the number of providers—and the number of students who take online courses at public colleges and universities with open admissions policies. Results show that increases in broadband speed at the lower end of the speed spectrum are positively associated with the number of students who take some of their courses online, but that the marginal gain diminishes as speeds increase. This finding suggests that there may be a minimum threshold of necessary broadband access, beyond which increases in speed become a less important factor in the take up of online coursework. Open admissions colleges seeking to improve access for local students through increased online course offerings should consider broadband access in the area, particularly if the targeted populations live in communities with low average broadband speeds.

Smith, D. Randall (2019):

The lure of academic and social reputations versus athletic success. Influences on enrollment yield at NCAA division I institutions.

In: *Research in Higher Education* 60 (6), S. 870–904. DOI: 10.1007/s11162-018-9537-8.

Abstract:

Colleges and universities face pressure to maintain enrollments in a time of demographic shifts in the college-going population and reductions in state funding. One indicator of successfully maintaining enrollments is the percentage of accepted students who matriculate—the enrollment yield. Factors known to contribute to yield include school size, cost, research, and reputation. Of interest in the present study is the import of academic reputation as measured by U. S. News and World Report rankings and social reputation as measured by designation as a party school' relative to accomplishments of the school's high-profile athletic teams. I use a 21 year panel to model yield for all institutions competing at the highest level of intercollegiate athletics. The results show that yield rates consistently respond to USNWR rankings, but being named a party school has a more sporadic influence. Athletic success has little effect on a school's enrollment yield. The findings suggest that the signals sent by academic rankings are stronger and better received than the signals sent by social or sports accomplishments.

Spencer, George (2019):

Can transfer guides improve the uptake of major Prerequisites? Evidence from Ohio's transfer and articulation policy reform.

In: *Research in Higher Education* 60 (4), S. 458–484. DOI: 10.1007/s11162-018-9522-2.

Abstract:

This study investigates the use of transfer guides to help students identify transferrable prerequisite credits for academic majors. Employing administrative data of students enrolled in Ohio community colleges, I examine the impact of these curricular roadmaps, called Transfer Assurance Guides (TAG), which were featured in reforms of the state's articulation policy. Leveraging variation in the availability of TAGs as a natural experiment, I estimate the impact of these guides on prerequisite course-taking in the fields of history, business, and economics. I also consider whether the effect varies for first-year students compared to returning students. I find that effects on prerequisite course-taking differed across academic majors, and the effects were lower for students enrolled in their first year compared to returning students. The findings suggest that transfer guides may affect student course-taking, but the impact is small and varies by the preparedness level of students.

Standish, Trey; Umbach, Paul D. (2019):

Should we be concerned about nonresponse bias in College student surveys? Evidence of bias from a validation study.

In: *Research in Higher Education* 60 (3), S. 338–357. DOI: 10.1007/s11162-018-9530-2.

Abstract:

This study uses college student survey data and corresponding administrative data on campus recreation facility usage, academic performance, physical education class attendance, and co-curricular participation to examine nonresponse bias in college student surveys. Within the context of the Groves (Public Opin Q 70:646-675, 2006) Alternative Cause Model, we found compelling evidence of the presence of nonresponse error observed as student characteristics related to the survey topic that also explain their response propensity. An individual's survey response propensity has a statistically significant relationship with their actual behavior for 2 of 3 survey topics. In 11 of the 13 survey questions used to measure the survey topic behaviors, we found statistically significant differences between the respondent and nonrespondent behavioral measures. These findings hold important implications for survey researchers and those using student surveys for high-stakes accountability measures because survey summary statistics may not be generalizable to the target population.

Turk, Jonathan M. (2019):

Estimating the impact of developmental Education on associate degree completion. A dose-response approach.

In: *Research in Higher Education* 60 (8), S. 1090–1112. DOI: 10.1007/s11162-019-09549-9.

Abstract:

Close to two million first-year undergraduates enroll in developmental education each year. According to recent national estimates, less than half of students who start in developmental education go on to complete gateway courses and less than one-third eventually earn a degree. However, more research is needed to better assess potential relationships between developmental courses and student outcomes. This study comprehensively analyzes the effects of enrolling in and completing developmental education on associate degree completion—a key student outcome in the 2-year sector. Data for this study came from the Education Longitudinal Study of 2002 and the accompanying Postsecondary Education Transcript Study. Propensity score analysis and doubly robust techniques were used to estimate more accurate causal effects, while accounting for the non-random assignment into the treatment conditions. Furthermore, this study introduces propensity score matching for multivalued treatment conditions or dose-response analysis to the study of developmental education in order to estimate the average causal effects of enrolling in various quantities of developmental education on associate degree completion. Overall, when two groups of statistically similar students were compared, developmental education generally improved the chances of earning an associate degree. The dose-response analysis revealed that the relationship between the number of developmental courses a student takes and associate degree completion is not strictly linear.

Whatley, Melissa (2019):

Study abroad participation. An unintended consequence of state merit-aid programs?

In: *Research in Higher Education* 60 (7), S. 905–930. DOI: 10.1007/s11162-018-09540-w.

Abstract:

This study employs difference-in-differences estimation to explore the relationship between the implementation of state merit-aid programs and students' participation in study abroad. The relationship between implementation of these financial aid programs and study abroad participation has not been tested explicitly in prior policy or education abroad literatures. While state merit-aid programs provide students with additional economic capital that might allow them to participate in educational opportunities such as study abroad, other aspects of merit-aid programs could discourage such engagement. Indeed, analyses of a panel dataset consisting of information from all 50 states suggested either no relationship between the implementation of merit-aid programs and study abroad or a situation wherein merit-aid implementation tempers students' desires or abilities to study abroad. These findings may be the result of certain characteristics of merit-aid policies, such as a cap on the number of credit hours for which scholarship funds can be awarded or satisfactory academic progress requirements, and have important implications for state policy-makers and institutional actors. This study highlights several directions for future research on the relationship between state-level merit-aid programs and undergraduate participation in education abroad.

Yeung, Ryan; Gigliotti, Philip; Phuong Nguyen-Hoang (2019):

The impact of US news College rankings on the compensation of College and University Presidents.

In: *Research in Higher Education* 60 (1), S. 1–17. DOI: 10.1007/s11162-018-9501-7.

Abstract:

Widespread attention to college tuition and student loan debt has resulted in increasing scrutiny of high levels of compensation for college and university administrators. Prior research has sought to identify a pay for performance relationship in executive compensation, but discovered no clear link between presidential salaries and performance measures. This study proposes U.S. News & World Report college rankings as a highly meaningful performance metric and employs a fixed effects regression model to determine the relationship between college rankings and presidential salary. We find a significant relationship between rank and presidential salary at public universities, but not at private universities and liberal arts colleges, consistent with an academic capitalism model.

Zhoc, Karen C. H.; Webster, Beverley J.; King, Ronnel B.; Li, Johnson C. H.; Chung, Tony S. H. (2019):

Higher Education Student Engagement Scale (HESES). Development and psychometric evidence.

In: *Research in Higher Education* 60 (2), S. 219–244. DOI: 10.1007/s11162-018-9510-6.

Abstract:

This study describes the development and validation of the Higher Education Student Engagement Scale (HESES). The psychometric evaluations of the scale included: (i) factor structure, (ii) internal consistency, and (iii) criterion validity. The HESES was developed based on our proposed five-factor model of student engagement, which was evolved from Finn and Zimmer's (In: Christenson SL, Reschly AL, Wylie C (eds) *Handbook of research on student engagement*. Springer, New York, 2012) student engagement model taken into account the distinctive characteristics in higher education. The five main facets of student engagement include: (1) academic engagement, (2) cognitive engagement, (3) social engagement with peers, (4) social engagement with teachers, and (5) affective engagement. The HESES was developed from the 61-item First Year Engagement Scales (FYES). For brevity, it was trimmed into a 28-item scale having regard to the content validity, factor loadings and error variances of the items. The CFA results supported the correlated five-dimensional model with all the dimensions showing high internal consistency based on Cronbach's alpha coefficients. A multi-group CFA also rendered the structure as gender invariant. Its criterion validity was evidenced by its correlations with different student learning outcomes and more importantly, its predictive power in explaining variances of GPA (15%) and satisfaction of the university experience (29%). Different from the dominant behavioral perspective of student engagement in higher education, the HESES is based on a psychological perspective, streamlining student engagement as students' level of involvement in the learning process and a multi-faceted construct with academic, cognitive, social and affective dimensions. The implications and merits of the HESES are discussed.

Specials

Roksa, Josipa; Kinsley, Peter (2019):

The Role of Family Support in Facilitating Academic Success of Low-Income Students (vol 60, pg 415, 2019).

[Erratum]. In: *Research in Higher Education* 60 (4), S. 437. DOI: 10.1007/s11162-018-9525-z.

Abstract:

The original version of this article unfortunately contained a mistake in the acknowledgement section. Some of the vital information is missing in the published article. The complete information is presented with this erratum.

Review of Higher Education, The (42/43) 2019

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Editorials

Stewart, D-L; Patton, Lori D. (2019):

Note from the Editors. Activism in the 'Woke' Academy. Scholars Review the Last Half-Century. [A Special Issue].

[Editorial]. In: *Review of Higher Education, The* 42 (S, SI), S. 1–3. DOI: 10.1353/rhe.2019.0042.

Original Articles

Abrika, Elvira J.; Hatch-Tocaimaza, Deryl K. (2019):

Exploring Students' Agentic and Multidimensional Perceptions of Oppressive Campus Environments. The Development of a Transformational Impetus.

In: *Review of Higher Education, The* 43 (1), S. 483–517. DOI: 10.1353/rhe.2019.0103.

Abstract:

The campus climate literature obscures the complexity of individuals' perspectives in relation to multiple dimensions of the broader learning environment. Unexamined are the ways students from marginalized backgrounds may respond to oppressive dimensions of the campus climates in unique ways that moderate observed outcome differences. To fill this gap, we leverage survey data to reveal multiple latent facets of the campus climate perceptions and explore how they potentially relate to students' development of a transformational impetus, proposed as an agentic measure of students' responses to perceived oppression in the form of a desire to change the world in the interest of social justice.

Alcantar, Cynthia M.; Pazich, Loni Bordoloi; Teranishi, Robert T. (2019):

Meaning-Making About Becoming a Minority Serving Institution. A Case Study of Asian-American Serving Community Colleges.

In: *Review of Higher Education, The* 42 (S, SI), S. 309–335. DOI: 10.1353/rhe.2019.0054.

Abstract:

The persistent stereotypes of Asian-American students being highly academically successful and not needing support presents a unique context for which to study institutions with a critical mass of low-income Asian American and Pacific Islanders (AAPIs). This critical ethnographic case study examines practitioners' meaning-making of the federal designation as Asian American and Native American Pacific Islander Serving Institutions at two community colleges. The findings of the study suggest that the AAPI-serving designation can result in the onset of organizational cultural change through an increased awareness of their student populations and a new commitment to educate and serve AAPI students.

Barnhardt, Cassie L.; Trolan, Teniell; An, Brian; Rossmann, Patrick D.; Morgan, Demetri L. (2019):

Civic Learning While Earning? The Role of Student Employment in Cultivating Civic Commitments and Skills.

In: *Review of Higher Education, The* 42 (2), S. 707–737. DOI: 10.1353/rhe.2019.0012.

Abstract:

More American college students spend their time working in paid employment than in the past. Prior scholarship has focused on the relationship between work and conventional outcomes (e.g., grades, persistence, and engagement), but little is known about the impact of students' work on civic engagement. As campuses are called to prepare students for both careers and civic life, this analysis contributes evidence regarding a potentially tenuous relationship between students' employment and their subsequent willingness and ability to connect to their larger community. Findings reveal that on-campus jobs increase the odds that students develop civic commitments, while off-campus jobs do not.

Bellucci, Marco; Biagi, Sara; Manetti, Giacomo (2019):

Dialogic Accounting and Stakeholder Engagement Through Social Media. The Case of Top-Ranked Universities.

In: *Review of Higher Education, The* 42 (3), S. 1145–1184. DOI: 10.1353/rhe.2019.0032.

Abstract:

This study examines whether online interaction through social media is used as a mechanism of dialogic accounting and stakeholder engagement by top-ranked universities. Our research adopts a quantitative methodology based on the Content Analysis of the Facebook and Twitter accounts of the top 200 universities in the QS World University Rankings. Our analysis confirms that many universities take advantage of social media to provide public information and engage stakeholders. This highlights some early signs of dialogic accounting and the attempts of top-ranked universities to create spaces for stakeholders whose opinions are ignored in traditional accounting.

Benenson, Jodi; Bergom, Inger (2019):

Voter Participation, Socioeconomic Status, and Institutional Contexts in Higher Education.

In: *Review of Higher Education, The* 42 (4), S. 1665–1688. DOI: 10.1353/rhe.2019.0079.

Abstract:

Using data from the National Study of Learning, Voting, and Engagement, this study examined the relationship between student and institutional characteristics and college student voting in the 2012 U.S. general election, and how this relationship varied by socioeconomic status (SES). After controlling for several student- and institution-level characteristics, we found that student major and in- or out-of-state enrollment status as well as institutional structural diversity and institutional Carnegie Classification predict voting, but not necessarily for both low- and high-SES students. These findings have implications for civic education and higher education's fulfillment of its civic mission.

Bensimon, Estela Mara; Dowd, Alicia C.; Stanton-Salazar, Ricardo; Dávila, Brianne A. (2019):

The Role of Institutional Agents in Providing Institutional Support to Latinx Students in STEM.

In: *Review of Higher Education, The* 42 (4), S. 1689–1721. DOI: 10.1353/rhe.2019.0080.

Abstract:

Case study results featuring four Latinx STEM faculty members illustrate the forms of institutional support professors can provide to increase the number of Latinx students in science, technology, engineering, and mathematics (STEM) fields. The findings highlight three areas of university faculty agency to integrate Latinx students into the cultural and discursive world of STEM: recruitment, admissions, and program development; professional networking; and brokering support for Latinx

within the university and across systems. Recommendations are provided for faculty who wish to act as institutional agents and the need for future research into the institutional culture of Hispanic Serving Institutions is identified.

Blaney, Jennifer M.; Sax, Linda J.; Chang, Connie Y. (2019):

Incentivizing Longitudinal Survey Research. The Impact of Mixing Guaranteed and Non-guaranteed Incentives on Survey Response.

In: *Review of Higher Education, The* 43 (2), S. 581–601. DOI: 10.1353/rhe.2019.0111.

Abstract:

This paper examines longitudinal survey response as a product of an alternative incentive structure that mixes guaranteed and non-guaranteed incentives. Specifically, we considered the impact of winning an initial non-guaranteed survey incentive on students' response to future surveys (both with and without guaranteed incentives). We found that winning or, more importantly, losing the initial incentive predicted future survey response even when future surveys guaranteed a prize. These and other findings are reviewed, adding to the knowledge base of how to most efficiently encourage student survey response in light of financial constraints.

Bolitzer, Liza Ann (2019):

What We Know (and Don't Know) about Adjunct Faculty as Teachers at Four-Year Institutions.

In: *Review of Higher Education, The* 43 (1), S. 113–142. DOI: 10.1353/rhe.2019.0092.

Abstract:

While historically adjunct faculty were concentrated at community colleges, their hiring is increasing at four-year institutions (Kezar & Sam, 2010b). Towards better understanding this growing segment of college faculty, this paper presents an analytic review of the extant research on adjuncts as teachers at bachelor-granting institutions. It identifies five major areas of research on adjunct faculty as teachers: motivations to teach, qualifications to teach, institutional support, job satisfaction, and teaching effectiveness. It concludes with recommendations for how future educational research may deepen understandings of adjunct faculty as teachers through utilizing new theoretical perspectives and research methods.

Brown, Michael (2019):

The Push and Pull of Social Gravity. How Peer Relationships Form Around an Undergraduate Science Lecture.

In: *Review of Higher Education, The* 43 (2), S. 603–632.

Abstract:

Undergraduate students benefit from academic-centered peer interactions, especially in large lecture courses. However, little is known about how students come together and form relationships around a course. I conduct a mixed-methods study of students' peer networks to explore how students choose peers for academic-focused interactions. The network of connections among students in a large undergraduate physics class decreases over time, leaving students looking for study partners later in the course at a disadvantage. While community structure might limit relationship formation late in the semester, students who connected across campus capitalized on network internalities that facilitated opportunities for collaboration

Buckley, Jessica Belue (2019):

A Grounded Theory of Education for Sustainability in the Postsecondary Classroom.

In: *Review of Higher Education, The* 42 (3), S. 965–989. DOI: 10.1353/rhe.2019.0026.

Abstract:

The movement incorporating sustainability into the academic mission of higher education has grown quickly in the last few decades. At the same time, vast interpretations of sustainability exist as institutions work to incorporate it into the curriculum. Therefore, using interviews with 42 individuals and observations of 67 courses, this study offers a theory of Education for Sustainability (EfS), which provides conceptual development for the path from learning to teaching in EfS. A framework for instructors (a macro-narrative of sustainability), a typology of EfS courses, and implications for practice are discussed.

Byrd, Derria (2019):

The Diversity Distraction. A Critical Comparative Analysis of Discourse in Higher Education Scholarship.

In: *Review of Higher Education, The 42* (S, SI), S. 135–172. DOI: 10.1353/rhe.2019.0048.

Abstract:

This critical literature review investigates how "diversity" and "equity" are employed in top-cited higher education scholarship published between 2000 and 2015. No analysis to date has offered such a comparative exploration relative to well-recognized racial disparities in higher education. Findings reveal a divergence with "diversity" largely attending to affirmative action concerns and "equity" to analyses of the pursuit of equity in higher education. The article concludes with advocacy for the equity frame because [End Page 135] of its presumption of a normative justice-oriented standard and embedded orientation toward inquiry and action, both of which offer greater promise for policy, practice, and research that aim to enhance racial justice in higher education.

Castillo-Montoya, Milagros (2019):

Professors' Pedagogical Strategies for Teaching Through Diversity.

In: *Review of Higher Education, The 42* (S, SI), S. 199–226. DOI: 10.1353/rhe.2019.0050.

Abstract:

Increasing diversity on college campuses suggests faculty need to develop ways of teaching diverse students. This study describes the teaching strategies of two sociology professors at a Hispanic-Serving Institution. Through observations, syllabi analysis, and interviews with the faculty and 18 racially and ethnically diverse first-generation college students, I sought to understand the faculty's teaching. Findings indicate professors teaching through diversity (a) enact "interim points" - an intermediary position between academic content and students' lives, (b) use various strategies to do so, and (c) create opportunities for students to learn about each other and the subject matter. Findings have implications for college teaching.

Cintina, Inna; Kana'iaupuni, Shawn Malia (2019):

Finishing Strong. GPA and Timely College Graduation Outcomes among Native Hawaiian STEM Majors.

In: *Review of Higher Education, The 42* (4), S. 1459–1487. DOI: 10.1353/rhe.2019.0072.

Abstract:

We examine GPA and timely graduation among Native Hawaiian (NH) students using a unique dataset of bachelor degree recipients from the University of Hawai'i. Our findings indicate that NHs have lower average GPA at graduation and the differences persist across the entire distribution of GPA. More troubling were the larger differences in GPA between NHs and their fellow student STEM majors. We find that where students attend high school matters for STEM majors, whereas NHs in non-STEM majors take statistically longer graduate than their peers, regardless of their high school. More comprehensive research is imperative to understand these disparities, including how they translate into labor force outcomes and earnings.

Clay, Joy A.; Pederson, Anna C.; Seebeck, Jessica; Simmons, Catherine A. (2019):

Administrative Response to Campus Sexual Assault. Thinking Through Implementation Tensions.

In: *Review of Higher Education, The* 42 (2), S. 681–706. DOI: 10.1353/rhe.2019.0011.

Abstract:

Sexual assault is a pervasive problem on university and college campuses. Although not a new problem, media and political attention has placed renewed pressure on institutions of higher education to prevent and respond to campus sexual assault. To be effective, policies and procedures need to fit with the contextual and administrative realities of the institution. To help IHE administrators better understand and navigate the nuanced issues surrounding campus sexual assault, the following paper synthesizes the empirical literature with a focus on 6 general and 3 administrative tensions inherent to IHE sexual assault prevention and response strategies.

Clayton, Ashley B. (2019):

Helping Students Navigate the College Choice Process. The Experiences and Practices of College Advising Professionals in Public High Schools.

In: *Review of Higher Education, The* 42 (4), S. 1401–1429. DOI: 10.1353/rhe.2019.0070.

Abstract:

This multiple case study examined the experiences and practices of college advising professionals from several in-school models to help inform future policy on college advising in public high schools. The experiences of the college advising professionals were unique to the college advising initiative and high school context where the professional worked. Overall, the findings of this study indicate that college advising professionals provide substantial college-related resources, believe that the position is necessary, and need additional training.

Cohen, Richard; Kelly, Angela M. (2019):

The Impact of Community College Science and Mathematics Coursetaking on Graduation, Transfer, and Non-Completion.

In: *Review of Higher Education, The* 42 (2), S. 595–617. DOI: 10.1353/rhe.2019.0008.

Abstract:

This study explored science, mathematics, and general academic factors that predicted outcomes for community college students (N = 3052) in a regional institution. A binary logistic regression was performed to determine significant independent variables contributing to successful outcomes (graduation or transfer) vs. non-completion. Transcript data over three years revealed that rate of science and mathematics course completion, science and mathematics course enrollment, and required mathematics and English remediation coursework were significant predictors of graduation and transfer. Results have implications for community college policy makers in strategizing to improve student outcomes by providing supports for specific academic coursework.

Crisp, Gloria; Horn, Catherine L.; Kuczynski, Margaret; Zhou, Qiong; Cook, Elizabeth (2019):

Describing and Differentiating Four-Year Broad Access Institutions. An Empirical Typology.

In: *Review of Higher Education, The* 42 (4), S. 1373–1400. DOI: 10.1353/rhe.2019.0069.

Abstract:

Study of four-year broad access institutions (BAIs) is important given their influence on postsecondary educational opportunities and the continued importance of the bachelor's degree in earnings premiums and critical social and civic outcomes. Descriptive results add to current understanding regarding heterogeneity of four-year BAIs by identifying sizable differences within such public and private four-year institutions. Additionally, cluster analysis findings extend Carnegie's inclusiveness category by grouping public and private four-year BAIs into more meaningful categories. Results contribute

evidence that the concept of "inclusivity" is important, complex, and must be considered through a multi-dimensional research and policy lens.

D'Amico, Mark M.; González Canché, Manuel S.; Rios-Aguilar, Cecilia; Salas, Spencer (2019):

An Exploration of College and Career Alignment for Community College Students.

In: *Review of Higher Education, The* 43 (1), S. 53–83. DOI: 10.1353/rhe.2019.0090.

Abstract:

This study employed the career capital framework (DeFillippi & Arthur, 1994; Inkson & Arthur, 2001) and the associated three ways of knowing adapted for community colleges: knowing why (aspirations), knowing how (knowledge and skills), and knowing whom (sources of information). The authors constructed an index to measure the alignment of community college students' experiences and careers. Using survey data captured at seven institutions in three states, the authors identified career capital-related predictors of such alignment. Attending for professional advancement, career program enrollment, student aid and work considerations, and community social networks were among the significant predictors.

Dache, Amalia (2019):

Ferguson's Black Radical Imagination and the Scyborgs of Community-Student Resistance.

In: *Review of Higher Education, The* 42 (S, SI), S. 63–84. DOI: 10.1353/rhe.2019.0045.

Abstract:

This qualitative geographic study explores how the Black Radical Imagination is present in Ferguson's community-student activism. Ferguson activists were not only fighting against the police state that had taken the life of 18-year old Michael Brown, they were fighting against urban forms of capital accumulation and repressive residential and campus climates. Community-student activists were also re-imagining a different type of society that exists beyond the university walls. These activists were both community members and college students (which are not mutually exclusive) who through their non-binary identities embody the decolonial concept of Scyborg/Ghost in the Machine.

Davis, III, Charles H. F.; Harris, Jessica C.; Stokes, Sy; Harper, Shaun R. (2019):

But Is It Activist? Interpretive Criteria for Activist Scholarship in Higher Education.

In: *Review of Higher Education, The* 42 (S, SI), S. 85–108. DOI: 10.1353/rhe.2019.0046.

Abstract:

The palpable dissatisfaction and concerns of students, staff, and faculty - often in the form of protests and demonstrations - continue to challenge contemporary college and university campuses. Practical considerations notwithstanding, what remains are questions regarding how higher education scholars can align their research with broader sociopolitical aims to engage postsecondary education and its stakeholders in organized resistance. In this article, we offer interpretive criteria by which the study of higher education can better understand, and postsecondary researchers can more deliberately engage in, the production of activist scholarship.

DesJardins, Stephen L.; Toutkoushian, Robert K.; Hossler, Donald; Chen, Jin (2019):

Time May Change Me. Examining How Aspirations for College Evolve During High School.

In: *Review of Higher Education, The* 43 (1), S. 263–294. DOI: 10.1353/rhe.2019.0096.

Abstract:

There is a little information about whether and if so how student aspirations for college change over time. We introduce a conceptual model to explain how student aspirations may change over time, utilize panel methods to examine the extent

to which this happens during high school, and investigate which factors are associated with such changes. We find that students increase and decrease their college aspirations over time, and such changes are strongly related to high school performance and family mobility. The results suggest that postsecondary stakeholders may need to focus more on the complexities underlying changes in student aspirations.

Drake, Anna; Struve, Laura; Meghani, Sana Ali; Bukoski, Beth (2019):

Invisible Labor, Visible Change. Non-Tenure-Track Faculty Agency in a Research University.

In: *Review of Higher Education, The* 42 (4), S. 1635–1664. DOI: 10.1353/rhe.2019.0078.

Abstract:

Applying O'Meara, Campbell, and Terosky's (2011) faculty agency framework, this qualitative case study examined full-time, non-tenure-track faculty (FTNTTF) members' perceptions of their agency at an elite public research university. Participants experienced greater agency over time and in the classroom, but felt their agency was constrained by departmental and college leadership's inconsistent interpretation of university policies regarding FTNTTF. Participants experienced feelings of invisibility and exclusion, unclear perceptions and undervaluation by their colleagues, and felt vulnerable to leadership transitions that might affect their roles. This study suggests that overarching power structures - administration, tenured faculty, formal and informal policies - may contribute to experiences of constrained agency and invisibility for key members of the organization. These complex dynamics undermine FTNTTF's capacity to actualize their skills, experience, and expertise to the full extent of their abilities.

Eaton, Paul William; Bustamante, Rebecca McBride; Ates, Burcu; Berg, Helen (2019):

Tracing Faculty Privilege(s). Be(com)ing Through Dialogic Cartographic Narratives.

In: *Review of Higher Education, The* 43 (1), S. 457–482. DOI: 10.1353/rhe.2019.0102.

Abstract:

A novel process—dialogic cartographic narratives—is introduced as a method for facilitating faculty members' understanding of their own privilege(s) and their complicity in maintaining systemic injustices in higher education institutions. The process involves critical interrogation of life stories and privileged identities over time and geographic spaces, conceptualizing one's role in both enacting and thwarting transformative social change. Two faculty exemplars of cartographic narratives of privilege(s) are shared, along with resonant responses from other co-author participants. Implications and recommendations are offered for applying this reflection process in facilitating faculty members be(com)ing critically conscious agents of transformational institutional change.

Eliason, Michele J.; Turalba, Ruby (2019):

Recognizing Oppression. College Students' Perceptions of Identity and its Impact on Class Participation.

In: *Review of Higher Education, The* 42 (3), S. 1257–1281. DOI: 10.1353/rhe.2019.0036.

Abstract:

Class participation benefits students by enhancing engagement, critical thinking, interpersonal communication, and motivation, but the role of underrepresented minority identities on class participation has not been well-studied. We surveyed 94 undergraduate health education students about experiences/attitudes about class participation, finding three major themes drawn from the ecological model: individual factors, classroom environment, and recognition of structural oppression. One-third of students thought their identities affected their participation. The findings have implications for pedagogy connecting social determinants to students' personal experiences in college, and for compassionate strategies for students who currently fear misunderstanding, judgment, and ridicule because of their identities.

Espino, Michelle M.; Zambrana, Ruth E. (2019):

“How Do You Advance Here? How do You Survive?” An Exploration of Under-Represented Minority Faculty Perceptions of Mentoring Modalities.

In: *Review of Higher Education, The* 42 (2), S. 457–484. DOI: 10.1353/rhe.2019.0003.

Abstract:

This article contrasts perceptions among 58 under-represented minority (URM) faculty employed at U.S. research-extensive universities who reported an absence of mentoring or experienced informal or formal mentoring modalities. Key findings reveal a mentoring glass ceiling that affects URM faculty career paths: an absence of mentoring can lead to significant career miscalculations; well-intentioned mentors can devalue faculty scholarship; lack of senior faculty accountability for observed disengagement from faculty career development; and inadequate mentorship often limits access to social networks and collaborative research opportunities. Recommendations are offered for developing effective formal mentoring initiatives that reflect an institutional investment in early-career URM faculty.

Fernandez, Frank (2019):

What’s Money Got to Do with It? An Examination of the Relationships between Sources of Financial Support and the Post-Graduation Career Plans of Latina and Latino Doctoral Students in the Social Sciences.

In: *Review of Higher Education, The* 43 (1), S. 143–168. DOI: 10.1353/rhe.2019.0093.

Abstract:

More Latina and Latino faculty members are needed to mentor Latina and Latino students, as well as diversify academic research, and improve campus racial climates and retention of minority faculty members. This paper focuses on the sources of financial support that can facilitate access to faculty careers. I use multinomial logistic estimation and predicted probabilities to examine relationships between various sources of financial support (e.g., assistantships) and Latina and Latino social scientists' post-graduation plans. Plots of predicted probabilities show that the relationships between sources of support and Latina and Latinos' post-graduation plans are similar among other racial and ethnic groups.

Flint, Maureen A. (2019):

Healing a Divided Nation. Transforming Spaces Through Sustained Dialogue.

In: *Review of Higher Education, The* 42 (S, SI), S. 337–361. DOI: 10.1353/rhe.2019.0055.

Abstract:

In the wake of the U.S. 2016 election, national media has highlighted the divided nature of our country. Considering this division, dialogue is often pushed as the tool for reconciliation, healing, and bridge building. This paper takes up this call through considering the spatial practices of the Sustained Dialogue Campus Network. This turn to space makes possible a consideration of division beyond geography that takes seriously how local and global spaces are produced and reproduced, and suggests opportunities for different spatial becomings.

Gándara, Denisa (2019):

Does Evidence Matter? An Analysis of Evidence Use in Performance-Funding Policy Design.

In: *Review of Higher Education, The* 42 (3), S. 991–1022. DOI: 10.1353/rhe.2019.0027.

Abstract:

This paper reports on an analysis, using a comparative case study design, of the degree to which policy actors use evidence in designing performance-funding policies in Colorado and Texas. The analysis reveals that features of demanders of information - including their prior exposure to research, their attitudes toward evidence, and, in the case of campus representatives, their institutions' financial resources - as well as characteristics of the evidence itself, particularly its

definitiveness and perceived relevance, were critical for fostering evidence use. The interaction between suppliers and demanders also facilitated but was not a necessary condition for evidence use.

Garvey, Jason C.; Drezner, Noah D. (2019):

Towards a Culturally Inclusive Understanding of Alumnx Philanthropy. The Influence of Student Involvements and Experiences on LGBTQ Alumnx Giving.

In: *Review of Higher Education, The 42* (S, SI), S. 363–392. DOI: 10.1353/rhe.2019.0056.

Abstract:

The purpose of this study is to understand how identity and experiences among marginalized students influence alumnx lifetime financial giving. Data originated from The National LGBT Alumni Survey, with 2,290 participants representing all 50 U.S. states and Carnegie institution classifications. We use identity-based motivation (Oyserman & Markus, 1998) as our theoretical framework and a conceptual framework derived from Monks (2003) and Clotfelter (2003) to examine undergraduate involvements and alumnx giving in the LGBTQ community. Results indicate that demographics, academic involvements, co-curricular involvements, finances, and LGBTQ experiences have significant relationships with lifetime financial giving.

Garvey, Jason C.; Hart, Jeni; Metcalfe, Amy Scott; Fellabaum-Toston, Jennifer (2019):

Methodological Troubles with Gender and Sex in Higher Education Survey Research.

In: *Review of Higher Education, The 43* (1), S. 1–24. DOI: 10.1353/rhe.2019.0088.

Abstract:

We examine the American landscape of higher education quantitative research concerning how gender and sex demographic information is collected. We use a directed content analysis to examine the prevalence and operationalization of gender and sex among widely used higher education survey instruments. Our findings illuminate a seemingly haphazard approach to developing gender and sex demographic questions and a number of limitations related to gender and sex variables inherent in the surveys analyzed. We discuss misalignment of question/item stem and response options, formatting decisions that result in data collection and analysis opportunities and challenges, and recommendations for policy and practice.

Gershenfeld, Susan; Zhan, Min; Hood, Denise Ward (2019):

The Impact of a Promise. A Loan Replacement Grant, Low-Income Students, and College Graduation.

In: *Review of Higher Education, The 42* (3), S. 1073–1100. DOI: 10.1353/rhe.2019.0030.

Abstract:

This study examines the impact of Illinois Promise, a loan replacement grant for low-income students, on college graduation within five years. A quasi-experimental design using propensity score matching is employed for first-time, full-time students enrolled as freshman from fall, 2007 through fall, 2009. Eligibility criteria are used to construct the comparison group of one-to-one matches for a total of 414 students. Results show the odds ratio of graduating within five years is 2.4 times more likely for I-Promise students in relation to the low-income comparison group. Policy and practice implications are discussed.

Gopaul, Bryan (2019):

“Nothing succeeds like success”. Doctoral Education and Cumulative Advantage.

In: *Review of Higher Education, The 42* (4), S. 1431–1457. DOI: 10.1353/rhe.2019.0071.

Abstract:

Research on doctoral education has grown over the last 25 years, with interests in socialization, time to degree, attrition, and supervisor relations. This research aims to shift the focus on how cumulative advantage (i.e., the Matthew Effect) operates in doctoral education. This qualitative study of fifteen doctoral students revealed that earning competitive scholarships in doctoral study possessed value due to their scarcity and exclusivity, and to the conventions that operate in doctoral study which imbue specific activities with value. Also, students who attained these scholarships were afforded additional opportunities that further enriched their studies. Implications focused on the how inequality impacts the socialization of doctoral students.

Griffin, Kimberly A.; Hart, Jeni L.; Worthington, Roger L.; Belay, Kurubel; Yeung, Jeffrey G. (2019):

Race-Related Activism. How Do Higher Education Diversity Professionals Respond?

In: *Review of Higher Education, The* 43 (2), S. 667–696. DOI: 10.1353/rhe.2019.0114.

Abstract:

Diversity professionals are often expected to respond to campus race-related student activism. However, little is known about how they perceive their roles and relationships, or enact strategies as they engage in this work. Informed primarily by Williams's (2013) Strategic Diversity Compass and secondarily by Critical Race Theory (CRT), we conducted a qualitative case study of campus diversity professionals who had responded to race-related student activism. We found they relied most heavily on political leadership strategies, navigating existing structures of power and racism in the academy, educating the campus community, and translating student activists' needs to institutional leaders.

Harris, Jessica C. (2019):

Whiteness as Structuring Property. Multiracial Women Students' Social Interactions at a Historically White Institution.

In: *Review of Higher Education, The* 42 (3), S. 1023–1050. DOI: 10.1353/rhe.2019.0028.

Abstract:

The purpose of this research is to explore the experiences of Multiracial women college students in a manner that frustrates the privileged location of whiteness and its intersecting systems of domination in higher education. To work toward this purpose, whiteness as property and intersectionality are used as conceptual frameworks to explore how whiteness structures 10 Multiracial women students' social interactions at a HWI. This study focuses on whiteness in an attempt to center Multiracial students, disrupt the normalization of whiteness, and complicate a body of higher education literature that privileges racial identity as the primary way to understand human experience.

Hatfield Price, Monica (2019):

Strategic Stories. Analysis of Prior Learning Assessment Policy Narratives.

In: *Review of Higher Education, The* 42 (2), S. 511–535. DOI: 10.1353/rhe.2019.0005.

Abstract:

This study expands our understanding of how groups influence the higher education policy process through strategic policy narratives. As the number and diversity of interest groups attempting to influence the policy making process in higher education increases, the importance of considering how those interest groups strategically construct and use policy narratives to influence policy outcomes also increases. This study is the first to use an emerging policy framework, the Narrative Policy Framework, in higher education policy scholarship.

Hunt, James M.; Tandberg, David A.; Park, Toby J. (2019):

Presidential Compensation and Institutional Revenues. Testing the Return on Investment for Public University Presidents.

In: *Review of Higher Education, The* 42 (2), S. 619–640. DOI: 10.1353/rhe.2019.0009.

Abstract:

Many critics consider public institution presidents' compensation to be excessive, while others argue the money yields a return on investment in private fundraising and state appropriations. Our study asks whether presidential compensation at public, four-year institutions is associated with increased institutional revenue from state appropriations and private fundraising. Using executive salary data from The Chronicle of Higher Education, our study implements ordinary least squares regression with fixed effects and temporally adjusted outcome variables while controlling for institutional and state attributes. We find no evidence of a relationship between presidential compensation and revenue generation from increased fundraising or state appropriations.

Jaquette, Ozan (2019):

Do Public Universities Replace State Appropriations with Master's Students?

In: *Review of Higher Education, The* 42 (3), S. 1101–1144. DOI: 10.1353/rhe.2019.0031.

Abstract:

This study investigates the relationship between state appropriations and master's degree (MA) enrollment at public master's universities from 1992–93 to 2014–15. Two competing theoretical perspectives emerge. Resource dependence theory argues that public universities have a financial incentive to grow MA enrollment following declines in state appropriations. The capacity building perspective, which draws from economics, argues that state appropriations increase university capacity to enroll more MA students. Fixed effects distributed lag panel models find a positive, significant relationship between state appropriations and MA enrollment at master's universities. This relationship was strongest in the 1990s but became insignificant during the 2000s.

Kearney, Kerri S.; Naifeh, Zeak; Hammer, Tonya; Cain, Abby (2019):

“Family” Ties for Foster Alumni in College. An Open Systems Consideration.

In: *Review of Higher Education, The* 42 (2), S. 793–824. DOI: 10.1353/rhe.2019.0015.

Abstract:

This exploratory, qualitative, multi-case study sought to understand, from the perspective of successful foster alumni college students, the role and influence of family members. Sampling was purposeful; criteria required participants were in out-of-home placement at age 13 or older. Participants included eight successful, self-identified foster alumni students. Five themes emerged as key in shaping participants' success: unique definitions of family, boundary redefinition, historical family influencers, boundary management, and social media as a boundary management tool. Overall, findings revealed that traditional processes need to be reviewed and reconsidered in light of the wide variety of non-traditional supports upon which students depended.

Kim, Jeongeun; Shim, Woo-jeong (2019):

What Do Rankings Measure? The US News Rankings and Student Experience at Liberal Arts Colleges.

In: *Review of Higher Education, The* 42 (3), S. 933–964. DOI: 10.1353/rhe.2019.0025.

Abstract:

The purpose of this study is to evaluate the validity of college rankings, by investigating to what extent measurements employed by rankings are good proxies for evaluating educational practices at liberal arts colleges. Using a hierarchical linear modeling with data from the Wabash National Study of Liberal Arts Education, Integrated Postsecondary Education Data System and the U.S. News and World Report (USNWR) college rankings, we found that overall ranking scores did not

predict students' exposure to good practices, but scores on some measures had a limited yet significant association with students' experiences of good practices at liberal arts colleges.

Kimball, Ezekiel; Friedensen, Rachel E. (2019):

The Search for Meaning in Higher Education Research. A Discourse Analysis of ASHE Presidential Addresses.

In: *Review of Higher Education, The* 42 (4), S. 1549–1574. DOI: 10.1353/rhe.2019.0075.

Abstract:

In this study, we utilized discourse analysis to examine past ASHE Presidential Addresses. Study findings highlight recurrent themes related to: the way that agency is assigned to various higher education actors (e.g., undergraduate students, faculty members); appropriate research topics and approaches; and higher education as a distinctive field of study. Our findings suggest that, although higher education is not a distinct discipline, it has assumed some disciplinary characteristics—mostly notably the creation of a discourse community predicated on specialized knowledge and recurrent discursive strategies.

Klein, Carrie; Lester, Jaime; Rangwala, Huzefa; Johri, Aditya (2019):

Learning Analytics Tools in Higher Education. Adoption at the Intersection of Institutional Commitment and Individual Action.

In: *Review of Higher Education, The* 42 (2), S. 565–593. DOI: 10.1353/rhe.2019.0007.

Abstract:

An instrumental case study was conducted at a large, public research university to understand the organizational barriers, incentives, and opportunities related to adoption of learning analytics tools by faculty members and professional advising staff. Data was culled from focus groups with six faculty and twenty-one advisors and from interview and observation sessions with two faculty and three advisors. Preliminary results indicate that organizational context and commitment, including structures, policies, processes, and leadership impact individual decisions to trust and adopt learning analytics tools. Further, results indicate the importance of a comprehensive, inclusive, and well-communicated implementation plan for maximum adoption by users.

Klump, Matthias (2019):

Sisyphus Revisited. Efficiency Developments in European Universities 2011-2016 According to Ranking and Budget Data.

In: *Review of Higher Education, The* 43 (1), S. 169–219. DOI: 10.1353/rhe.2019.0094.

Abstract:

Universities have to cope with scarce resources and nevertheless are expected to achieve excellent results in research, teaching, and third mission. Therefore, efficient resource use is of great importance. This paper explains emerging concepts and requirements of efficiency analysis, connecting it to university rankings. In order to achieve efficiency improvements, dynamic time-series analyses are important and helpful in order to understand developments and effects in university processes and structures. The longitudinal efficiency analysis technique DEA Malmquist index is presented as application example with THE and Leiden ranking data for 68 European universities 2011–2016. Results demonstrate an improvement potential of up to one-third and a very diverse distribution of dynamic efficiency changes among institutions.

Kortegast, Carrie; McCann, Kristin; Branch, Katie; Latz, Amanda O.; Kelly, Bridget Turner; Linder, Chris (2019):

Enhancing Ways of Knowing. The Case for Utilizing Participant-Generated Visual Methods in Higher Education Research.

In: *Review of Higher Education, The* 42 (2), S. 485–510. DOI: 10.1353/rhe.2019.0004.

Abstract:

Incorporating visual methods and representations into research opens possibilities for deeper understandings of how individuals experience institutions of higher education. Written and spoken words and numerical data are necessary in research but may be insufficient in developing new understandings of the social world. Participant-generated visual methods (PGVMs) can increase our repertoire of methods, thus, expanding what is and can be known. We argue that PGVMs enhance, expand, and provide new understandings in higher education research. We provide an overview of literature, share examples from our own work, discuss logistical and ethical challenges, and conclude with implications for higher education researchers.

Ledesma, Maria C. (2019):

California Sunset. O'Connor's Post-Affirmative Action Ideal Comes of Age in California.

In: *Review of Higher Education, The* 42 (S, SI), S. 227–254. DOI: 10.1353/rhe.2019.0051.

Abstract:

In the shadow of the Supreme Court's decision to uphold race-conscious policies in *Fisher v. University of Texas* (2016), and midway to Justice O'Connor's 25-year sunset clause in *Grutter v. Bollinger* (2003), affirmative action remains contentious. This qualitative theoretical study posits that we need not speculate about O'Connor's aspirational deadline, suggesting that by 2028 race would presumably no longer be a necessary consideration in university admissions. California has been living O'Connor's post-affirmative action ideal for two decades and by all accounts the elimination of race-conscious affirmative action has left an indelible and as of yet irreparable mark on the Golden State.

Lee, You-Geon; Ferrare, Joseph J. (2019):

Finding One's Place or Losing the Race? The Consequences of STEM Departure for College Dropout and Degree Completion.

In: *Review of Higher Education, The* 43 (1), S. 221–261. DOI: 10.1353/rhe.2019.0095.

Abstract:

The following paper estimates the impact of initially declaring and then departing from a STEM major on college dropout and degree completion rates for students in the Beginning Postsecondary Students Longitudinal Study. The results show that students who initially declared a STEM major and switched to a "non-STEM" area of study were less likely to complete a bachelor's degree and more likely to dropout of college than those who stayed in their initially declared major. These outcomes were most severe for students who switched early in their academic trajectory and among those whose parents do not have a bachelor's degree.

Li, Amy Y.; Ortagus, Justin C. (2019):

Raising the Stakes. Impacts of the Complete College Tennessee Act on Underserved Student Enrollment and Sub-Baccalaureate Credentials.

In: *Review of Higher Education, The* 43 (1), S. 295–333. DOI: 10.1353/rhe.2019.0097.

Abstract:

In 2010, Tennessee enacted the Complete College Tennessee Act (CCTA), which increased the proportion of state performance-based funding from 5.45% to 85% and added a 40% funding premium for progression and degree completions by adult students and low-income students. We collect data from 2001-02 to 2014-15 and use difference-in-differences

estimation to compare a variety of counterfactual scenarios and examine the impacts of the CCTA. In response to the CCTA, community colleges in Tennessee saw, on average, a 10% to 18% decline in the number of adult students and a 17% to 31% increase in the number of low-income students. Additionally, the CCTA produced no changes in associate degree completions yet significant increases in short-term certificates (192% to 249%) and medium-term certificates (129% to 144%).

Linder, Chris; Quaye, Stephen John; Lange, Alex C.; Roberts, Ricky Ericka; Lacy, Marvette C.; Okello, Wilson Kwamogi (2019):

“A Student Should Have the Privilege of Just Being a Student”. Student Activism as Labor.

In: *Review of Higher Education, The 42* (S, SI), S. 37–62. DOI: 10.1353/rhe.2019.0044.

Abstract:

Students with minoritized identities have been engaged in campus activism as a way to hold institutional leaders accountable for addressing oppression. What is particularly unique about these activists is that they often advocate for change as a way to survive in their minoritized bodies. Because these activists are working to address institutional oppression, they are not able to engage in the activities that historically lead to educationally-beneficial college experiences. The purpose of this study was to explore the extra labor in which 25 student activists engaged, including the costs and consequences of their activism.

Lindvig, Katrine; Ulriksen, Lars (2019):

Different, Difficult, and Local. A Review of Interdisciplinary Teaching Activities.

In: *Review of Higher Education, The 43* (2), S. 697–725. DOI: 10.1353/rhe.2019.0115.

Abstract:

This review addresses a lacuna in the literature concerning interdisciplinary teaching by analyzing peer-reviewed articles that discuss empirical evidence of interdisciplinary teaching practices. The article reports on the wide array of purposes, approaches and designs of interdisciplinary teaching and learning found in the review, but an important, more general, point is that interdisciplinary teaching is, consistently, considered different from normal practices, hence positioning interdisciplinary teaching and learning as the other. This othering could be detrimental to establishing sustainable interdisciplinary educational provision. Our analysis suggests a need for stressing interdisciplinary practices as local, rather than as generalizable propositions.

Loes, Chad N.; An, Brian P.; Pascarella, Ernest T. (2019):

Does Effective Classroom Instruction Enhance Bachelor’s Degree Completion? Some Initial Evidence.

In: *Review of Higher Education, The 42* (3), S. 903–931. DOI: 10.1353/rhe.2019.0024.

Abstract:

Analyzing data from the Wabash National Study, we use probit models while adjusting for sample selection to estimate the influence of effective instructional behaviors on graduating from college. Net of a host of potential confounders, we find that exposure to effective instruction significantly predicts graduating from college in four years. We also find that this relation is indirect. Specifically, students who report greater exposure to effective instructional practices are more satisfied with the collegiate experience, which in turn leads to a greater likelihood of graduating from college in four years.

López, Enrique J.; Basile, Vincent; Landa-Posas, Magnolia; Ortega, Kaylee; Ramirez, America (2019):

Latinx Students’ Sense of Familismo in Undergraduate Science and Engineering.

In: *Review of Higher Education, The 43* (1), S. 85–111. DOI: 10.1353/rhe.2019.0091.

Abstract:

In this study, we explore characteristics of interpersonal interactions and contextual features that cultivate or neglect Latinx undergraduates' sense of familismo in Science and Engineering (S&E). Using a mixed methods approach, we found barriers such as a culture of hyper-competition through pedagogical and assessment practices, large class sizes, and formal professor-pupil interactions. Conversely, interactions that centered *reciprocidad* (reciprocity), *confianza* (trust), and *cariño* (care) nurtured familismo. Unfortunately, students rarely experienced such interactions within their programs of study. We discuss the structural issues that reinforce barriers to familismo and call for continued research of this concept in undergraduate S&E.

Luedke, Courtney L.; Collom, Gresham D.; McCoy, Dorian L.; Lee-Johnson, Jamila; Winkle-Wagner, Rachelle (2019):

Connecting Identity with Research. Socializing Students of Color Towards Seeing Themselves as Scholars.

In: *Review of Higher Education, The* 42 (4), S. 1527–1547. DOI: 10.1353/rhe.2019.0074.

Abstract:

Through analysis of student interviews and program staff interviews, this project explores how one program was crafted to help Students of Color develop competencies for educational success, gain exposure to undergraduate research, and maintain their cultural identities as part of their scholarly pursuits. Findings revealed that intentional bi-directional socialization processes that incorporated students' backgrounds into their academic pursuits positively contributed to students' development as scholars. The bi-directional socialization process that was facilitated by the program's intentional programming and interactions created academic counterspaces that promoted the development of relationships with peers, staff, and faculty who helped guide students' educational pursuits.

Main, Joyce B.; Prenovitz, Sarah; Ehrenberg, Ronald G. (2019):

In Pursuit of a Tenure-Track Faculty Position. Career Progression and Satisfaction of Humanities and Social Sciences Doctorates.

In: *Review of Higher Education, The* 42 (4), S. 1309–1336. DOI: 10.1353/rhe.2019.0067.

Abstract:

Using the life course perspective to examine the longer-term career patterns of more than 5,000 humanities and humanistic social sciences PhDs, this study illustrates the multiple pathways to the professoriate and the importance of academic aspirations and linked lives in career trajectories. Marital status and having young dependents in the household influence the career patterns of men and women differently; however, there is permeability between other employment sectors and tenure-track faculty positions. While the majority of PhDs intended academic careers, PhDs in the non-profit (non-academic) sector report a higher rate of job satisfaction compared to PhDs in tenure-track faculty positions.

Miller, Graham N. S. (2019):

Choose Your Friends Wisely. How Organizational Identity Influences Behavior at US Colleges and Universities.

In: *Review of Higher Education, The* 42 (3), S. 1185–1206. DOI: 10.1353/rhe.2019.0033.

Abstract:

This study explores how organizational identity is linked with organizational behavior and change at U.S. colleges and universities. Using IPEDS data from 914 public and private not-for-profit four-year institutions, this study analyzes how institutions' identity claims through their self-identified comparison groups are associated with Carnegie Classification change between 2010 and 2015. Results indicate that institutions that identified a higher proportion of aspirational peers and a set of peers who changed over the study period were more likely to be re-classified in 2015. These findings suggest that identity is a key variable that influences how postsecondary institutions adapt to their environments.

Montero-Hernandez, Virginia; Lopez Arines, Elsa; Caballero Garcia, Marta (2019):

Self-castigated Perception and Distress among Female Academics in a Mexican Public State University.

In: *Review of Higher Education, The* 42 (S, SI), S. 425–456. DOI: 10.1353/rhe.2019.0058.

Abstract:

We use an interpretative approach to understand female faculty's family-work dilemmas and the implications for their mental health. We interviewed sixteen female faculty at a public state university in Mexico. We identified four narratives (self-castigated perception, the unsupportive organization, the eternal caregiver, and self-care) to explain how professional women responded to their professional and personal roles simultaneously. Although women experienced psychological distress as a result of their role tensions; they were capable of engaging in self-reflection and developing strategies of self-care.

Mu, Lanlan; Fosnacht, Kevin (2019):

Effective Advising. How Academic Advising Influences Student Learning Outcomes in Different Institutional Contexts.

In: *Review of Higher Education, The* 42 (4), S. 1283–1307. DOI: 10.1353/rhe.2019.0066.

Abstract:

Using survey data from 156 bachelor's-granting institutions, this study explored the relationship between academic advising services and seniors' grades and self-perceived gains. We found advising experiences has a positive relationship with students' grades and self-perceived gains. In addition, our results indicate that the institutional advising climate is positively correlated with perceived gains, but not grades. The results also showed that the relationships between advising and students' learning and development varied across institutions. Implications for policy and practice were discussed.

Oravec, Jo Ann (2019):

The “Dark Side” of Academics? Emerging Issues in the Gaming and Manipulation of Metrics in Higher Education.

In: *Review of Higher Education, The* 42 (3), S. 859–877. DOI: 10.1353/rhe.2019.0022.

Abstract:

The dramatic expansion of the use of metrics in higher education institutions worldwide has brought with it gaming and manipulation practices designed to enhance artificially both individual and institutional reputation, including coercive citation, forced joint authorship, ghostwriting, H-index manipulation, and many others. This article maps these emerging practices from a social action system perspective and analyzes their linkages with the norms and processes that support academic celebrity and stardom as well as the character of academic systems. It analyzes with a social system approach some recently-proposed strategies for containing the proliferations of these practices and for mitigating their negative impacts.

Parker, Tara L.; Neville, Kathleen M. (2019):

The Influence of Racial Identity on White Students' Perceptions of African American Faculty.

In: *Review of Higher Education, The* 42 (3), S. 879–901. DOI: 10.1353/rhe.2019.0023.

Abstract:

Due to the underrepresentation of African American teachers and college faculty, students have limited to no interaction with Blacks as authority figures in the classroom. When White students in particular face African American faculty in class, they often exhibit negative attitudes and inappropriate behavior. Using racial identity development and critical race theory, we seek to understand how White college students perceive African American professors and from where those

perceptions stem. In considering the social and educational context in which students live, our study explores the ways White students perceive Black professors and how students' racial identity development influences their perceptions.

Patton, Lori D.; Sánchez, Berenice; Mac, Jacqueline; Stewart, D-L (2019):

An Inconvenient Truth About “Progress”. An Analysis of the Promises and Perils of Research on Campus Diversity Initiatives.

In: *Review of Higher Education, The 42* (S, SI), S. 173–198. DOI: 10.1353/rhe.2019.0049.

Abstract:

Predominantly white institutions (PWIs) have increasingly implemented formalized diversity initiatives over the past 50 years as a response to ensuing federal legislation (e.g., 1965 Higher Education Act), student protests of the late 1960s, and the influx of Black students into PWIs. These initiatives were established to support students from historically and racially underrepresented populations, while enhancing campus diversity. The purpose of this article is to provide a critical analysis of research focused on formalized diversity, inclusion, equity, and justice (DIEJ) initiatives that have been implemented in higher education from 1968 to 2018. Our findings illustrate that while there is some higher education scholarship exploring issues of DIEJ, the number and focus of articles that analyze specific initiatives is lacking at best, but has increased over the past 20 years, with most focusing on programmatic and curricular efforts.

Pifer, Meghan J.; Baker, Vicki L.; Lunsford, Laura Gail (2019):

Culture, Colleagues, and Leadership. The Academic Department as a Location of Faculty Experiences in Liberal Arts Colleges.

In: *Review of Higher Education, The 42* (2), S. 537–564. DOI: 10.1353/rhe.2019.0006.

Abstract:

Learning more about the role of the academic department in LACs may improve faculty selection, development, support, and retention. Knowledge based on research about other institution types cannot be assumed to be generalizable to LACs. We know little about departmental contexts of faculty work in liberal arts colleges (LACs). The purpose of this exploratory qualitative study was to understand the department as an organizational context of faculty work in LACs, relying on the concept of positive organizational behavior. Findings from analysis of interview data from 55 liberal arts faculty members highlight the influence of three areas—culture, colleagues, and leadership.

Raza, Syeda S.; Williams, Zyshia; Katsiaficas, Dalal; Saravia, Lydia A. (2019):

Interrupting the Cycle of Worrying. Financial Implications of the California DREAM Act in the Lives of Undocumented College Students.

In: *Review of Higher Education, The 43* (1), S. 335–370. DOI: 10.1353/rhe.2019.0098.

Abstract:

Undocumented students are barred from accessing financial aid and face enormous obstacles in completing college (Gonzales, 2009). However, in 2011, California passed the California DREAM Act that granted undocumented students access to state financial aid (California Student Aid Commission, 2016). The purpose of this study was to examine the financial implications of accessing state financial aid on undocumented students' lives through the analysis of 18 in-depth interviews with undocumented undergraduates attending a California four-year public institution. Results revealed that the CA DREAM Act significantly relieved the financial burdens associated with tuition and promoted undocumented students' ability to continue their postsecondary education.

Rhoades, Gary; Castiello-Gutierrez, Santiago; Lee, Jenny J.; Marei, Mahmoud Sayed; O'Toole, Leslie C. (2019):

Marketing to International Students. Presentation of University Self in Geopolitical Space.

In: *Review of Higher Education, The* 43 (2), S. 519–551. DOI: 10.1353/rhe.2019.0109.

Abstract:

Amidst public calls for greater internationalization, universities are marketing to international students. We explore how universities in regional hubs (Lee & Schoole, 2015) enact "dramaturgical performances" (Goffman, 1959), presenting images of themselves in geopolitical space. We find: (1) bifurcated marketing strategies to distinct student audiences; (2) differences between public and private universities in featuring lifestyle or academic issues, and higher education as a private or a public good, as in "academic capitalism" (Slaughter & Rhoades, 2004); & (3) distinctive positioning of universities by type and region in their local/national/regional space, highlighting the possibility of alternatives to dominant Anglo-American internationalization models.

Rodriguez, Awilda; McGuire, Keon M. (2019):

More Classes, More Access? Understanding the effects of course offerings on Black-White gaps in Advanced Placement course-taking.

In: *Review of Higher Education, The* 42 (2), S. 641–679. DOI: 10.1353/rhe.2019.0010.

Abstract:

Despite policy efforts to increase Advanced Placement (AP) course-taking among Black students, gaps in AP course-taking persist. Many question whether offering more AP courses is a sufficient policy solution. However, few studies have examined the effect of course offerings on disparities within racially diverse high schools. Using national school-level data from the Office for Civil Rights and an instrumental variable approach, we estimated the effect of AP course offerings on within-school Black-White gaps in AP course-taking. We found an additional AP course increased the Black-White AP gap in schools by 1.1 percentage points, net of other variables.

Roksa, Josipa; Silver, Blake R. (2019):

"Do-It-Yourself" University. Institutional and Family Support in the Transition Out of College.

In: *Review of Higher Education, The* 42 (3), S. 1051–1071. DOI: 10.1353/rhe.2019.0029.

Abstract:

How do students engage with the multitude of services and resources offered by their institutions? Our findings, based on interviews with 62 college seniors, indicate that in the context of ample opportunities and limited guidance, students rarely make use of institutional resources. Instead, continuing-generation students turn to family resources, while first-generation students rely primarily on self-directed research and planning. Reliance on personal as opposed to institutional resources is an important, yet often ignored, consequence of the increasing individualization and marketization of higher education, and a notable contributor to social inequality.

Routon, P. Wesley; Walker, Jay K. (2019):

Post-Baccalaureate Health, Family, and Educational Outcomes of Fraternity and Sorority Members.

In: *Review of Higher Education, The* 43 (1), S. 427–455. DOI: 10.1353/rhe.2019.0101.

Abstract:

Social Greek letter organizations, known as fraternities and sororities, are prevalent fixtures on college campuses in the United States, and have been shown to alter academic, health-related, and social behaviors. Research has often focused on within-college effects due to data availability. Here, we examine how membership corresponds to post-baccalaureate outcomes using a nationally representative sample, finding evidence membership increases the likelihood students earn a graduate degree and marries a college graduate. For males, membership appears to increase the probability of post-

graduation alcohol overconsumption, or at least self-perception of that behavior. Eleven other post-baccalaureate health, family, and education variables are unaffected.

Rubin, Paul G.; González Canché, Manuel S. (2019):

Test-Flexible Admissions Policies and Student Enrollment Demographics. Examining a Public Research University.

In: *Review of Higher Education, The* 42 (4), S. 1337–1371. DOI: 10.1353/rhe.2019.0068.

Abstract:

A growing number of postsecondary institutions in the United States have removed standardized testing as a requirement for admission. Researchers, however, have suggested that these "test-optional" policies may not benefit underrepresented populations as intended, but instead serve as an additional revenue source for the institution. In this study, we utilize a synthetic control method to extend this research by considering whether a more nuanced "test-flexible" policy, which allows qualifying students to decide whether to submit test scores instead of an institution-wide policy, influences student enrollment demographics at a public university.

Sallee, Margaret W. (2019):

Complicating Gender Norms. Straight versus Gay and Queer Fathers in Student Affairs.

In: *Review of Higher Education, The* 42 (3), S. 1233–1256. DOI: 10.1353/rhe.2019.0035.

Abstract:

Based on interviews with 24 student affairs professionals, this article uses ideal worker norms and hegemonic masculinity as theoretical guides to compare the ways in which straight versus gay and queer fathers working in student affairs navigate the demands of the profession and those of parenthood. While all fathers reported feeling the demands of the field to work long hours at the expense of their families, gay and queer fathers received more latitude from colleagues to be involved fathers, in part because they were unable to rely on wives to perform work in the home.

Schudde, Lauren (2019):

Short- and Long-Term Impacts of Engagement Experiences with Faculty and Peers at Community Colleges.

In: *Review of Higher Education, The* 42 (2), S. 385–426. DOI: 10.1353/rhe.2019.0001.

Abstract:

This study uses nationally representative longitudinal data and propensity score modeling to evaluate the effects of first-year engagement experiences at community college - including social and academic contact with faculty and participation in study groups and clubs - on achievement, persistence, degree attainment, and vertical transfer. Speaking with faculty about academic matters improved short- and long-term outcomes, while engaging in study groups and clubs improved early outcomes, with less sizeable long-term impacts. The findings highlight the need for continued inquiry into community college engagement using longitudinal data with detailed engagement and outcome measures to determine best practices.

Selznick, Benjamin S.; Mayhew, Matthew J. (2019):

Developing First-Year Student's Innovation Capacities.

In: *Review of Higher Education, The* 42 (4), S. 1607–1634. DOI: 10.1353/rhe.2019.0077.

Abstract:

This study examines the influence of collegiate environments and experiences on students' innovation capacity development. Drawing on a longitudinal sample of 528 first-year undergraduates from seven institutions in North America, we suggest that college can promote innovation capacities over and above students' personality traits, entering characteristics, and pre-test scores. Specifically, taking innovation-related coursework, having positive interactions with faculty, exposing students to assessments that encourage argumentation, and supporting students' career trajectories were influential. Discussion and implications for postsecondary educators are provided, emphasizing the need to include all students in innovation-related efforts.

Shalka, Tricia R. (2019):

Saplings in the Hurricane. A Grounded Theory of College Trauma and Identity Development.

In: *Review of Higher Education, The 42* (2), S. 739–764. DOI: 10.1353/rhe.2019.0013.

Abstract:

Research confirms trauma as pervasive in college student populations. Yet, a literature gap exists regarding the intersection of trauma and college student development. The purpose of this constructivist grounded theory study, informed by situational analysis, was to understand how college student identity development is impacted by college trauma. Based on the experiences of 12 participants, a grounded theory model of college trauma and identity development emerged that includes three major components: (a) orienting systems that shape trauma meaning making; (b) identity sites where trauma meaning making connected to identity is made; and (c) a trauma-informed lens on self in the world.

Slay, Kelly E.; Reyes, Kimberly A.; Posselt, Julie R. (2019):

Bait and Switch. Representation, Climate, and Tensions of Diversity Work in Graduate Education.

In: *Review of Higher Education, The 42* (S, SI), S. 255–286. DOI: 10.1353/rhe.2019.0052.

Abstract:

We present findings from a case study of a psychology department that has graduated a significantly higher share of underrepresented doctoral students than national averages for its discipline. Using the campus racial climate framework, we found that organizational/structural diversity initiatives (recruitment and admissions practices), presented a positive image of the department's commitment to diversity to prospective students that diverged considerably from the climate and mentoring relationships students experienced once they matriculated. We compared this to a "bait and switch" phenomenon and considered the consequences for students' success and wellbeing, as well as the ability to sustain diverse student enrollment.

Sotirin, Patty; Goltz, Sonia M. (2019):

Academic Dual Career as a Lifeworld Orientation. A Phenomenological Inquiry.

In: *Review of Higher Education, The 42* (3), S. 1207–1232. DOI: 10.1353/rhe.2019.0034.

Abstract:

We employ a feminist phenomenological methodology to explore the lived meaningfulness of the academic dual career. We contend that university approaches to resolving the "problem" of dual career fail to address partners' long-term commitments and shared challenges. Following an analysis of focus group interviews with dual career academic couples, we find that dual career is not merely a description but a life orientation in itself through which partners engage with personal, relational, and career possibilities and trajectories. We elaborate the thematic issues and ethical responsibilities that universities must come to terms with in order to more adequately facilitate dual careers.

Spencer, George (2019):

Promoting the Attainment-to-Transfer Pathway. Effects of Transfer Associate Degree Policies Across States.

In: *Review of Higher Education, The* 43 (2), S. 553–580. DOI: 10.1353/rhe.2019.0110.

Abstract:

This study examines the effects of transfer associate degree policies: an articulation approach featuring two-year credentials as a mechanism to transfer credits from two-to four-year institutions. Using institution-level data, I exploit variation in the introduction of these policies across multiple states as a natural experiment. Results suggest that there is variation across states in the effect on transferrable associate degree completion. The findings support the hypothesis that comprehensive articulation may be most effective at redirecting students to transferrable pathways specified by the legislation.

Squire, Dian; Nicolazzo, Z.; Perez, Rosemary J. (2019):

Institutional Response as Non-Performative. What University Communications (Don't) Say About Movements Toward Justice.

In: *Review of Higher Education, The* 42 (S, SI), S. 109–133. DOI: 10.1353/rhe.2019.0047.

Abstract:

This queer phenomenological study examined institutional statements released in support of undocumented individuals after the Trump administration's decision to end the Deferred Action for Childhood Arrivals (DACA) program. We discerned the "template" used when crafting public messages of support for undocumented communities. We suggest that the general template and notable shifts from it are non-performatives (Ahmed, 2012). That is, messages related to DACA convey taking action without requiring the institution to meaningfully do so. We also suggest that these non-performatives are indicative of minority absorption (Ferguson, 2012) in that they are used to quell activism and calls for change.

Starcke, Matthew; Porter, Stephen R. (2019):

Do Student Conduct Administrators Discriminate against Black students? An Analysis of Drug Sanctions Using Vignettes.

In: *Review of Higher Education, The* 42 (2), S. 765–792. DOI: 10.1353/rhe.2019.0014.

Abstract:

Recent scholarly work indicates Black students in K-12 are significantly more likely to be suspended or expelled than their White peers. However, little empirical work exists in the post-secondary environment, raising questions about the discrimination Black students encounter in the university student conduct process. This study explored racial disparities in postsecondary student discipline through the use of vignettes randomly assigned to a national sample of student conduct administrators. Our vignettes asked administrators to recommend student conduct sanctions for individuals found responsible for marijuana violations. Vignettes differed only in the student name provided, and names were purposely selected to suggest a particular racial identity. We found no pattern of racial bias in sanction assignments given to Black students compared to White students, nor did we observe differences in the total number of sanctions assigned.

Stupnisky, Robert H.; Hall, Nathan C.; Pekrun, Reinhard (2019):

The Emotions of Pretenure Faculty. Implications for Teaching and Research Success.

In: *Review of Higher Education, The* 42 (4), S. 1489–1526. DOI: 10.1353/rhe.2019.0073.

Abstract:

The current mixed-method study examined the emotions experienced by pretenure faculty regarding teaching and research, specifically their emotion frequency, antecedents, and relationships with perceived success. Interviews with 11

faculty identified 46 discrete emotions with the most common being enjoyment, frustration, excitement, happiness, and anxiety. A survey of 102 pretenure faculty found more enjoyment, happiness, pride, satisfaction, and relaxation regarding teaching; conversely more frustration, anxiety, worry, fear, envy, shame, loneliness, and hopelessness in research. Path analyses revealed faculty control, value, and positive/negative affect mediate the relationships of collegiality and balance with self-reported success. The results have implications for faculty development.

Suspitsyna, Tatiana; Shalka, Tricia R. (2019):

The Chinese International Student as a (Post) Colonial Other. An Analysis of Cultural Representations of a US Media Discourse.

In: *Review of Higher Education, The 42* (S, SI), S. 287–308. DOI: 10.1353/rhe.2019.0053.

Abstract:

Grounded in a poststructuralist postcolonial theoretical framework, this article presents the results of semiotic chain and critical discourse analyses of four years' worth of publications about China in the *Chronicle of Higher Education*. The authors argue that colonial tropes in the media representations of the Chinese international student produce a harmful effect on policy and practice with regard to campus climate, culture, and internationalization of American campuses.

Szelényi, Katalin; Denson, Nida (2019):

Personal and Institutional Predictors of Work-Life Balance among Women and Men Faculty of Color.

In: *Review of Higher Education, The 43* (2), S. 633–665. DOI: 10.1353/rhe.2019.0113.

Abstract:

This study examines predictors of perceived work-life balance among women and men faculty of color using data from the Collaborative on Academic Careers in Higher Education (COACHE). Asian American men faculty report higher perceived work-life balance, while African American women faculty report lower perceived work-life balance as compared to other faculty members. Findings from multivariate analyses show that the strongest, most consistent positive predictor of perceived work-life balance was the faculty perception that the institution does what it can to make personal/family obligations and an academic career compatible. The findings offer important implications for institutional and departmental climate and policy.

Tandberg, David A.; Wright-Kim, Jeremy (2019):

State Higher Education Interest Group Densities. An Application of the Energy-Stability-Area Model to Higher Education.

In: *Review of Higher Education, The 43* (1), S. 371–402. DOI: 10.1353/rhe.2019.0099.

Abstract:

While public colleges and universities have a long history of engaging in the political process, relatively little is known about their activities. This study attempts to examine, both theoretically and empirically, the relationship between state economic, demographic, political, and policy contexts and state public higher education interest group density. This study applied a conceptual framework which borrowed heavily from the Energy-Stability-Area Model of state interest group systems and recent thinking regarding state higher education interest group systems. The empirical results provided general support for each aspect of the conceptual framework.

Taylor, Jason L.; Giani, Matt (2019):

Modeling the Effect of the Reverse Credit Transfer Associate's Degree. Evidence from Two States.

In: *Review of Higher Education, The 42* (2), S. 427–455. DOI: 10.1353/rhe.2019.0002.

Abstract:

The purpose of this study was to investigate the influence of receiving an associate's degree via reverse credit transfer on retention and bachelor's degree attainment for students in Hawaii and Minnesota who transferred from a community college to a university before earning an associate's degree. Results showed mostly positive evidence with some null results, and we found no evidence that reverse credit transfer negatively influences students' progress toward the bachelor's degree. The results have implications for states and institutions who are developing and implementing reverse credit transfer programs and policies.

Terosky, Aimee LaPointe (2019):

Wings of an Actor. The Role of Relationships in Women Scholars' Intellectual Trajectories.

In: *Review of Higher Education, The* 43 (1), S. 25–52. DOI: 10.1353/rhe.2019.0089.

Abstract:

Grounded in the conceptual framing of "educative value" of relationships by Ana Martínez Alemán (1997), this qualitative study examines the role of relationships in women scholars' intellectual trajectories. Based on in-depth interviews with 34 scholars across multiple identities, disciplines, institutions, ranks, and appointment types, I highlight four common themes of what participants derive from their significant relationships for their intellectual trajectories, including: opening pathways, constructing subject matter, developing skills, and validating their work. Implications for practice are provided.

Vaccaro, Annemarie; Kimball, Ezekiel; Newman, Barbara M.; Moore, Adam; Troiano, Peter F. (2019):

Collegiate Purpose Development at the Intersections of Disability and Social Class Habitus.

In: *Review of Higher Education, The* 43 (1), S. 403–426. DOI: 10.1353/rhe.2019.0100.

Abstract:

Although scholars have noted that disability is a multivalent construct that is experienced intersectionally, very little intersectional research exists about the growing population of diverse college students with disabilities. This grounded theory study elucidates how the intersections of social class and ability shaped purpose development for 59 college students with diverse disabilities. Emergent themes included student concerns about survival, living comfortably, and being dependent. We offer three theoretical propositions to provide insight into the complex intersections of social class, ability, and purpose development for college students. Recommendations for higher educators (e.g., faculty, academic advisors, career services professionals) are included.

Wang, Xueli; Lee, Seo Young (2019):

Investigating the Psychometric Properties of a New Survey Instrument Measuring Factors Related to Upward Transfer in STEM Fields.

In: *Review of Higher Education, The* 42 (2), S. 339–384. DOI: 10.1353/rhe.2019.0000.

Abstract:

We investigated the psychometric properties of six latent factors in a new survey instrument measuring factors related to transfer in STEM from 2-year to 4-year institutions: initial attitudes toward math, initial attitudes toward science, self-efficacy in math, self-efficacy in science, active learning, and transfer-oriented interaction. We demonstrated the utility of combining confirmatory factor analysis and item response theory in assessing both the overall factor structure and individual items' capability to capture respondent characteristics across all levels of a given latent trait. Our study expands the methodological repertoire for higher education survey research while illuminating potential mechanisms associated with transfer in STEM.

Wheatle, Katherine I. E.; Commodore, Felecia (2019):

Reaching Back to Move Forward. The Historic and Contemporary Role of Student Activism in the Development and Implementation of Higher Education Policy.

In: *Review of Higher Education, The 42* (S, SI), S. 5–35. DOI: 10.1353/rhe.2019.0043.

Abstract:

This article explores the history of collegiate activism and the influence students have had on institutional, state, and federal policy in the U.S. The paper presents a historiography of student activism that explores how historians have written about student activism, draws connections between the historical narrative and contemporary issues in student activism, and theorizes how higher education policy has shifted in response or opposition to student activism. Current higher education leaders, policymakers, and stakeholders can learn from historical examples of student organizing as they engage in creating campuses that serve students and communities well.

Wladis, Claire; Mesa, Vilma (2019):

What Can Happen When Community College Practitioners Lead Research Projects? The Case of CUNY.

In: *Review of Higher Education, The 42* (4), S. 1575–1606. DOI: 10.1353/rhe.2019.0076.

Abstract:

Although the majority of college freshmen enroll at community colleges, very few research studies focus on this context. In addition, what research does exist often overlooks important practitioner concerns, such as instruction. In this article we argue that supporting generalizable education research conducted by community college practitioners can address this gap. We seek to start a conversation about the benefits of such research, to both the education research community and to educational practices at community colleges. We draw on findings from a large community college system where this kind of research has been systematically supported for the last 15 years.

Wolniak, Gregory C.; Engberg, Mark E. (2019):

Do “High-Impact” College Experiences Affect Early Career Outcomes?

In: *Review of Higher Education, The 42* (3), S. 825–858. DOI: 10.1353/rhe.2019.0021.

Abstract:

The study contributes new evidence on the associations between “high-impact” (AAC&U, 2007) college experiences and career outcomes in the years immediately following college. Drawing on a representative sample of college graduates who participated in the ELS:2002/12 study, results highlight that specific college experiences differentially influence early career outcomes, where major field of study, institutional quality, and major-job congruence exert the strongest influence. Results further indicate the importance of helping students select a college major and secure jobs related to their majors, over and above the importance of providing students with the kinds of “high-impact” college experiences often emphasized within institutions.

Zerquera, Desiree D. (2019):

The Problem with the Prestige Pursuit. The Effects of Striving on Access for Black and Latino Students at Urban-Serving Research Universities.

In: *Review of Higher Education, The 42* (S, SI), S. 393–424. DOI: 10.1353/rhe.2019.0057.

Abstract:

The purpose of this study is to examine the effects of prestige seeking on access for Black and Latino students at urban-serving universities, addressing gaps in the literature to raise questions as to the extent to which prestige seeking is detrimental to achieving equity goals. To do so, I used an OLS regression with fixed effects on a panel data set to examine

the effects of prestige seeking between 2001–2012 on the proportional enrollments of first-time-in-college Black and Latino students across the same time period. Findings highlight the effects of certain prestige-seeking engagements, which differ for Black and Latino populations.

Zhang, Hong; Kmec, Julie A.; Byington, Tori (2019):

Gendered Career Decisions in the Academy. Job Refusal and Job Departure Intentions among Academic Dual-Career Couples.

In: *Review of Higher Education, The* 42 (4), S. 1723–1754. DOI: 10.1353/rhe.2019.0081.

Abstract:

We investigated the extent to which dual-career academics' job-related decisions considered the career of their partner with close attention to the relevance of gender in the process. Analyses using survey data from faculty in seven U.S. universities found that among those recruited to the university first (primary recruits), women who perceived their career as primary compared to that of their partner were more likely than men to have considered refusing their job offer if their partner had not found appropriate employment. Furthermore, regardless of the importance of their career relative to that of their partner's, women were more likely than men to have contemplated leaving their current job had their partner not found suitable employment. Our findings highlighted the potential for effective dual-career hiring policies to promote gender diversification of the academy.

Reviews

Aboye, Ashenafi Alemu (2019):

Sigal R. Ben-Porath. *Free Speech on Campus*. Philadelphia: University of Pennsylvania Press, 2017. 128 pp. Hardcover: \$16.49 (List price on amazon). ISBN 978–0–8122–5007–7.

[Review]. In: *Review of Higher Education, The* 42 (4), E1-E3. DOI: 10.1353/rhe.2019.0084.

Allen, Walter R.; Regassa, Gadise (2019):

W. Carson Byrd. *Poison in the Ivy: Race Relations and the Reproduction of Inequality on Elite College Campuses*. New Brunswick, NJ: Rutgers University Press, 2017. 264 pp. Paperback: \$34.95. ISBN: 978-0-8135-8936-7.

[Review]. In: *Review of Higher Education, The* 42 (S, SI), E2-E4. DOI: 10.1353/rhe.2019.0059.

Bartel, Anna C. (2019):

Rebecca S. Natow. *Higher Education Rulemaking: The Politics of Creating Regulatory Policy*. Baltimore, MD: John Hopkins University Press, 2017. 204 pp. Hardcover: \$55.00. ISBN 9781421421469.

[Review]. In: *Review of Higher Education, The* 43 (1), E10-E12. DOI: 10.1353/rhe.2019.0104.

Bird, Eliza Yellow; Cabrera, Nolan L. (2019):

Sandra D. Styres. Pathways for Remembering and Recognizing Indigenous Thought in Education: Philosophies of Iethi'nihténha Ohwentsia'kékha (Land). Toronto, CA: University of Toronto Press, 2017. 234 pp. Paperback: \$27.95. ISBN 978-1-4875-2163-9.

[Review]. In: *Review of Higher Education, The* 42 (S, SI), E16-E18. DOI: 10.1353/rhe.2019.0060.

Clayton, Ashley B.; Godfrey, Jenifer F. (2019):

Jack Buckley, Lynn Letukas, and Ben Wildavsky (Editors). Measuring Success: Testing, Grades, and the Future of College Admissions. Baltimore, MD: John Hopkins University Press, 2018. 344 pp. Hardcover: \$49.95. ISBN 9781421424965.

[Review]. In: *Review of Higher Education, The* 43 (2), E17-E20. DOI: 10.1353/rhe.2019.0117.

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Eric Touya de Marenne. The Case for the Humanities: Pedagogy, Polity, and Interdisciplinarity. Lanham, MD: Rowman and Littlefield, 2016. 158 pp. Hardcover: \$53.00. ISBN: 978-1475825022.

[Review]. In: *Review of Higher Education, The* 43 (1), E13-E14. DOI: 10.1353/rhe.2019.0105.

Coulter, Xenia; Mandell, Alan (2019):

Gert J. J. Biesta. The Rediscovery of Teaching. New York, NY: Routledge, 2017. 111 pp. Softcover: \$39.50. ISBN 978-1-138-67070-9.

[Review]. In: *Review of Higher Education, The* 43 (2), E15-E17. DOI: 10.1353/rhe.2019.0116.

Croom, Natasha N. (2019):

Treva B. Lindsey. Colored No More: Reinventing Black Womanhood in Washington, D.C. Urbana, IL: University of Illinois, 2017. 204 pp. Hardcover: \$95.00, Paperback: \$26.00. ISBN 978-0-252-04102-0.

[Review]. In: *Review of Higher Education, The* 42 (S, SI), E14-E16. DOI: 10.1353/rhe.2019.0061.

Diefenderfer, Alison B. (2019):

Andrea L. Beach, Mary Deane Sorcinelli, Ann E. Austin, and Jaclyn K. Rivard. Faculty Development in the Age of Evidence: Current Practices, Future Imperatives. Sterling, VA: Stylus Publishing, 2016. 194 pp. Paperback: \$29.93. ISBN: 9781620362686.

[Review]. In: *Review of Higher Education, The* 42 (2), E1-E3. DOI: 10.1353/rhe.2019.0016.

González, Cristina (2019):

C. Judson King. *The University of California: Creating, Nurturing, and Maintaining Academic Quality in a Public University Setting*. Berkeley, California: Center for Studies in Higher Education, University of California, Berkeley, 2018. 787 pp. Paperback: \$28.00. ISBN: 978-0999498002.

[Review]. In: *Review of Higher Education, The* 43 (1), E5-E7. DOI: 10.1353/rhe.2019.0106.

Grichko, Vassa (2019):

David R. Johnson. *A Fractured Profession: Commercialism and Conflict in Academic Science*. Baltimore, MD: Johns Hopkins University Press, 2017. 192 pp. Hardcover. \$49.95. ISBN: 978-1-421-42353-1.

[Review]. In: *Review of Higher Education, The* 43 (2), E20-E23.

Herr, Melody (2019):

Louis Menand, Paul Reitter, and Chad Wellmon (Editors). *The Rise of the Research University: A Sourcebook*. Chicago: University of Chicago Press, 2017. 400 pp. Paperback: \$32.50. ISBN 9780226414713.

[Review]. In: *Review of Higher Education, The* 42 (2), E7-E10.

Jacob, Stacy A. (2019):

Jane Fried with Peter Troiano. *Of Education, Fishbowls, and Rabbit Holes: Rethinking Teaching and Liberal Education for an Interconnected World*. Sterling, VA: Stylus Publishing, 2016. 140 pp. Cloth: \$22.48. ISBN: 9781620364192.

[Review]. In: *Review of Higher Education, The* 42 (2), E4-E5. DOI: 10.1353/rhe.2019.0017.

Jasinski, Lisa (2019):

Lee Cuba, Nancy Jennings, Suzanne Lovett, and Joseph Swingle. *Practice For Life: Making Decisions in College*. Cambridge: Harvard University Press, 2016. 256 pp. Hardcover: \$35.00. ISBN: 978-0674970663.

[Review]. In: *Review of Higher Education, The* 42 (3), E4-E6. DOI: 10.1353/rhe.2019.0038.

Jenkins, Toby S. (2019):

Eldridge Cleaver. *Soul on Ice*. New York, NY: Delta, 1992. 242 pp. Paperback: \$13.60. ISBN: 978-0-385-33379-5 // Ann Moody. *Coming of Age in Mississippi: The Classic Autobiography of Growing Up Poor and Black in the Rural South*. New York, NY: Dell, 1992. 432 pp. Paperback: \$4.99. ISBN: 0-440-31488-7.

[Review]. In: *Review of Higher Education, The* 42 (S, SI), E4-E8. DOI: 10.1353/rhe.2019.0062.

Johansen, Alexa (2019):

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[Review]. In: *Review of Higher Education, The* 43 (2), E23-E26. DOI: 10.1353/rhe.2019.0119.

Klein, Carrie (2019):

John S. Levin. *Community Colleges and New Universities Under Neoliberal Pressures: Organizational Change and Stability*. New York, NY: Palgrave MacMillan, 2017. 345 pp. Hardcover: \$79.99. ISBN 978113748019-4.

[Review]. In: *Review of Higher Education, The* 42 (3), E10-E13. DOI: 10.1353/rhe.2019.0040.

LaRiviere, Kristin (2019):

Darla J. Twale. *Understanding and Preventing Faculty-on-Faculty Bullying: A Psycho-Social-Organizational Approach*. New York: Routledge, 2018. 248 pp. Paperback: \$47.95. ISBN 978-1-138-74406-6.

[Review]. In: *Review of Higher Education, The* 42 (3), E13-E15. DOI: 10.1353/rhe.2019.0041.

Laurence, Harold A. (2019):

John Best. *A Professor at the End of Time: The Work and Future of the Professoriate*. New Brunswick, Camden, Newark, and London: Rutgers University Press, 2017. 296 pp. Softcover: \$29.95. ISBN 978-0-8135-8592-5.

[Review]. In: *Review of Higher Education, The* 42 (4), E3-E5. DOI: 10.1353/rhe.2019.0085.

Levy, David B. (2019):

Charles Dorn. *For the Common Good: A New History of Higher Education in America*. Ithaca, New York: Cornell University Press, 2017. 320 pp. Hardcover: \$35.00 ISBN 9780801452345.

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William M. Sullivan. *Liberal Learning as a Quest for Purpose*. Oxford, UK: Oxford University Press, 2016. 232 pp. Hardcover: \$29.90. ISBN 9780190499242.

[Review]. In: *Review of Higher Education, The* 42 (2), E10-E12. DOI: 10.1353/rhe.2019.0020.

Minthorn, Robin Starr Zape-tah-hol-ah (2019):

Sarah E. Janda. *Prairie Power: Student Activism, Counterculture, and Backlash in Oklahoma 1962–1972*. Norman: University of Oklahoma Press, 2018. 232 pp. Paperback: \$29.95. ISBN: 9780806157948.

[Review]. In: *Review of Higher Education, The* 42 (S, SI), E12-E13. DOI: 10.1353/rhe.2019.0065.

Ostrow Michel, Jessica; McNamee, Ty (2019):

Lee Benson, Ira Harkavy, John Puckett, Matthew Hartley, Rita A. Hodges, Francis E. Johnston, and Joann Weeks. *Knowledge for Social Change: Bacon, Dewey, and the Revolutionary Transformation of Research Universities in the Twenty-First Century*. Philadelphia, PA: Temple University Press, 2017. 210 pp. Paperback: \$14.95. ISBN: 978-1-4399-1519-6.

[Review]. In: *Review of Higher Education, The* 43 (1), E1-E5. DOI: 10.1353/rhe.2019.0107.

Phelps-Ward, Robin (2019):

Dannielle Joy Davis, Rachelle J. Brunn-Bevel, and James L. Olive (Editors). *Intersectionality in Educational Research*. Sterling, VA: Stylus Publishing. 2015. 330 pp. Paperback: \$35.00. ISBN: 9781620360965.

[Review]. In: *Review of Higher Education, The* 42 (3), E6-E9. DOI: 10.1353/rhe.2019.0039.

Schneider, Holly A. (2019):

Virginia N. Gordon & George E. Steele. *The Undecided College Student: An Academic and Career Advising Challenge*, 4th Edition. Springfield, IL: Charles C Thomas, 2015. 293 pp. Paperback: \$44.95. ISBN: 9780398090678.

[Review]. In: *Review of Higher Education, The* 42 (2), E5-E7. DOI: 10.1353/rhe.2019.0018.

Shiers-Hanley, Jessica E. (2019):

Peter MacKinnon. *University Commons Divided: Exploring Debate & Dissent on Campus*. Toronto, ON: University of Toronto Press, 2018. 168 pp. Paper: \$16.22. ISBN 9781487522827.

[Review]. In: *Review of Higher Education, The* 43 (1), E7-E10. DOI: 10.1353/rhe.2019.0108.

Stein, Sharon (2019):

Robin Starr Minthorn and Heather J. Shotton (Editors). *Reclaiming Indigenous Research in Higher Education*. New Brunswick, NJ: Rutgers University Press, 2018. 228 pp. Paperback: \$34.95. ISBN 9780813588698.

[Review]. In: *Review of Higher Education, The* 42 (4), E9-E12. DOI: 10.1353/rhe.2019.0087.

Wekullo, Caroline (2019):

Lawrence Busch. *Knowledge for sale: The neoliberal Takeover of Higher Education*. Cambridge, MA; London, UK: The MIT Press, 2017. 176 pp. Hardcover: \$24.95. ISBN 9780262036078.

[Review]. In: *Review of Higher Education, The* 42 (3), E1-E3. DOI: 10.1353/rhe.2019.0037.

Williams, Kirsten T. Edwards (2019):

Brittney C. Cooper. *Beyond Respectability: The Intellectual Thought of Race Women*. Urbana-Champaign: University of Illinois, 2017. 208 pp. Cloth: \$95.00; Paperback: \$19.95; ebook: \$14.95. ISBN: 978-0-252-08248-1.

[Review]. In: *Review of Higher Education, The* 42 (S, SI), E8-E12. DOI: 10.1353/rhe.2019.0063.

Williamson-Lott, Joy Ann (2019):

Linda Beatrice Brown. *Belles of Liberty: Gender, Bennett College, and the Civil Rights Movement in Greensboro, North Carolina*. Greensboro, NC: Women and Wisdom Press, 2013. 230 pp. Paperback: \$18.00. ISBN-10: 0988893703; ISBN-13: 978-0988893702.

[Review]. In: *Review of Higher Education, The* 42 (S, SI), E1-E2. DOI: 10.1353/rhe.2019.0064.

Specials

Appendix. [Supplement material for online publication only].

[Appendix] (2019). In: *Review of Higher Education, The* 42 (4), E1-E6.

Original Articles

Binder, Amy J.; Abel, Andrea R. (2019):

Symbolically Maintained Inequality. How Harvard and Stanford Students Construct Boundaries among Elite Universities.

In: *Sociology of Education* 92 (1), S. 41–58. DOI: 10.1177/0038040718821073.

Abstract:

The study of elites is enjoying a revival at a time of increasing economic inequality. Sociologists of education have been leaders in this area, researching how affluent families position their children to compete favorably in a highly stratified higher education system. However, scholars have done less research on how students do symbolic work of their own to bolster elite status. In this study, we use qualitative interviews with 56 undergraduates at Harvard and Stanford Universities to explore how students construct a status hierarchy among elite campuses. Students come to campus with a working knowledge of prestige differences between top institutions but then are influenced by others to refine their perceptions. We find that Harvard and Stanford students value universities that offer a “well-rounded” liberal arts education while criticizing other selective institutions for being, alternatively, too intellectual, connected to the old-world status system, overly associated with partying and athletics, or having a student body too single-minded about career preparation. Our findings suggest that through constructing these nuanced perceptions of elite universities’ distinctiveness, students justify their rarefied positions and contribute to the ongoing status distinctions among social elites more generally.

Caven, Meg (2019):

Quantification, Inequality, and the Contestation of School Closures in Philadelphia.

In: *Sociology of Education* 92 (1), S. 21–40. DOI: 10.1177/0038040718815167.

Abstract:

Public education relies heavily on data to document stratified inputs and outcomes, and to design interventions aimed at reducing disparities. Yet despite the promise and prevalence of data-driven policies and practices, inequalities persist. Indeed, contemporary scholarship has begun to question whether and how processes such as quantification and commensuration contribute to rather than remediate inequality. Using the 2013 closure of 24 Philadelphia public schools as a case study, I employ a mixed-methods approach to illuminate quantification and commensuration as nuanced processes with contingent, dualistic, and paradoxical relationships to inequality. The quantified approach to selecting schools for closure predisposed poor and minority communities to institutional loss because academic underperformance, a key selection metric, was correlated with disadvantage. Paradoxically, academic performance measures, coupled with commensuration strategies, also enabled advocates to successfully overturn closure recommendations. I offer an evidentiary account of how quantification can perpetuate inequality, and I complicate prevailing understandings of quantification as a technology of power.

Chua, Vincent; Swee, Eik Leong; Wellman, Barry (2019):

Getting Ahead in Singapore. How Neighborhoods, Gender, and Ethnicity Affect Enrollment into Elite Schools.

In: *Sociology of Education* 92 (2), S. 176–198. DOI: 10.1177/0038040719835489.

Abstract:

Is education the social leveler it promises to be? Nowhere is this question better addressed than in Singapore, the emblematic modern-day meritocracy where education has long been hailed as the most important ticket to elite status. In

particular, what accounts for gender and ethnic gaps in enrollment into Singapore's elite junior colleges-the key sorters in the country's education system? We consider how the wealth of neighborhoods has combined with the elite status of schools to affect the social mobility of gender and ethnic groups. Analyzing data from 40 years of junior college yearbooks (1971-2010), we find persistent differences in educational opportunity. Women and Malays have historically experienced inequality in Singapore, and their student routes to becoming elites differ markedly. For female students, attending an elite junior college in a wealthy neighborhood is associated with wealthy neighborhoods that have a disproportionate number of elite girls' secondary schools that feed into the junior colleges. By contrast, for Malays, not attending an elite junior college in a wealthy neighborhood has more to do with wealthy neighborhoods underrepresenting Malays in demographic composition. Elite families thus now include better educated women as well as men, yet Malays still rarely become better educated elites. These results underscore the need to carefully map the complex associations and mechanisms between gender and ethnic categorizations, the status of schools, and the characteristics of neighborhoods.

Cucchiara, Maia; Cassar, Erin; Clark, Monica (2019):

"I Just Need a Job!". Behavioral Solutions, Structural Problems, and the Hidden Curriculum of Parenting Education.

In: *Sociology of Education* 92 (4), S. 326–345. DOI: 10.1177/0038040719861363.

Abstract:

Parenting education programs aim to teach parents, often low-income mothers, a set of skills, behaviors, and attitudes believed to promote improved opportunities for their children. Parenting programs are often offered in schools, with instructors teaching pregnant or parenting teens about child development, attachment, and discipline strategies. Despite the large numbers of participants and significant public and private funding going to parenting education, sociologists of education in the United States have paid little attention to the topic. Existing research, by scholars in other disciplines, has found parenting education to be a relatively weak intervention. Yet this research focuses exclusively on individual-level processes, paying little attention to social context or other factors. This study uses extensive observational and interview data from parenting education programs in two schools and one social service organization to examine what is taught, what is not, and the intersections between program content and the structural realities shaping parents' lives. The results show that although they were designed for low-income mothers, the classes were silent on the issue of poverty, treating poverty-related concerns as irrelevant to the task of parenting. Furthermore, when such topics did emerge, instructors redirected the conversations to personal behaviors and characteristics. Thus, the "hidden curriculum" of parenting education conveyed the message that good parenting should be unaffected by the challenges of poverty. The mothers, however, struggled to provide for their children in conditions of extreme scarcity, making it difficult for them to focus on other parenting issues.

Domina, Thurston; McEachin, Andrew; Hanselman, Paul; Agarwal, Priyanka; Hwang, NaYoung; Lewis, Ryan W. (2019):

Beyond Tracking and Detracking. The Dimensions of Organizational Differentiation in Schools.

In: *Sociology of Education* 92 (3), S. 293–322. DOI: 10.1177/0038040719851879.

Abstract:

Schools use an array of strategies to match curricula and instruction to students' heterogeneous skills. Although generations of scholars have debated "tracking" and its consequences, the literature fails to account for diversity of school-level sorting practices. In this article, we draw on the work of Sorensen and others to articulate and develop empirical measures of five distinct dimensions of within-school cross-classroom tracking systems: (1) the degree of curricular differentiation, (2) the extent to which sorting practices generate skills-homogeneous classrooms, (3) the rate at which students enroll in advanced courses, (4) the extent to which students move between tracks over time, and (5) the relationship between track assignments across subject areas. Analyses of longitudinal administrative data following approximately 20,000 eighth graders enrolled in 23 middle schools through the 10th grade indicate that these dimensions of tracking are empirically separable and have divergent relationships with student achievement and the production of inequality.

Downey, Douglas B.; Quinn, David M.; Alcaraz, Melissa (2019):

The Distribution of School Quality. Do Schools Serving Mostly White and High-SES Children Produce the Most Learning?

In: *Sociology of Education* 92 (4), S. 386–403. DOI: 10.1177/0038040719870683.

Abstract:

What is schools' role in the stratification system? One view is that schools are an important mechanism for perpetuating inequality because children from advantaged backgrounds (white and high socioeconomic) enjoy better school learning environments than their disadvantaged peers. But it is difficult to know this with confidence because children's development is a product of both school and nonschool factors, making it a challenge to isolate school's role. A novel approach for isolating school effects is to estimate the difference in learning when school is in versus out, what is called impact. Scholars employing this strategy have come to a remarkable conclusion—that schools serving disadvantaged children produce as much learning as those serving advantaged children. The empirical basis for this position is modest, however, and so we address several shortcomings of the previous research by analyzing a nationally representative sample of about 3,500 children in 270 schools from the Early Childhood Longitudinal Study-Kindergarten Cohort of 2011. With more comprehensive data and better scales, we also find no difference in impact on reading scores across schools serving poor or black children versus those serving nonpoor or white children. These patterns challenge the view that differences in school quality play an important role shaping achievement gaps and prompt us to reconsider theoretical positions regarding schools and inequality.

Dryden-Peterson, Sarah; Adelman, Elizabeth; Bellino, Michelle J.; Chopra, Vidur (2019):

The Purposes of Refugee Education. Policy and Practice of Including Refugees in National Education Systems.

In: *Sociology of Education* 92 (4), S. 346–366. DOI: 10.1177/0038040719863054.

Abstract:

This article explores the understood purposes of refugee education at global, national, and school levels. To do so, we focus on a radical shift in global policy to integrate refugees into national education systems and the processes of vernacularization accompanying its widespread implementation. We use a comparative case study approach; our

Dumont, Hanna; Klinge, Denise; Maaz, Kai (2019):

The Many (Subtle) Ways Parents Game the System. Mixed-method Evidence on the Transition into Secondary-school Tracks in Germany.

In: *Sociology of Education* 92 (2), S. 199–228. DOI: 10.1177/0038040719838223.

Abstract:

We analyze the subtle mechanisms at work in the interaction between families and schools that underlie social inequalities at the transition point from elementary school into secondary-school tracks in Berlin, Germany. We do so by combining quantitative data from a large-scale

Engzell, Per (2019):

Aspiration Squeeze. The Struggle of Children to Positively Selected Immigrants.

In: *Sociology of Education* 92 (1), S. 83–103. DOI: 10.1177/0038040718822573.

Abstract:

Why is it that children of immigrants often outdo their ethnic majority peers in educational aspirations yet struggle to keep pace with their achievements? This article advances the explanation that many immigrant communities, while positively selected on education, still have moderate absolute levels of schooling. Therefore, parents' education may imbue children with high expectations but not always the means to fulfill them. Swedish data on children of immigrants from over 100 countries of origin support this view: Net of parents' absolute years of schooling, a high rank in the sending country

benefits children's aspirations, attitudes, and educational choices but not their test scores or school grades. The upshot is an "aspiration squeeze" where to emulate their parents' relative place in the education distribution, children are left struggling against the momentous tide of educational expansion.

Garvey, Jason C.; Viray, Sydnee; Stango, Katie; Estep, Claire; Jaeger, Jae (2019):

Emergence of Third Spaces. Exploring Trans Students' Campus Climate Perceptions Within Collegiate Environments.

In: *Sociology of Education* 92 (3), S. 229–246. DOI: 10.1177/0038040719839100.

Abstract:

Our study aims to understand trans students' perceptions of campus climate, with a particular focus on students' demographics, academic experiences, and cocurricular experiences. We use Bhabha's concept of third space as an epistemological lens and Rankin and Reason's transformational tapestry model as a theoretical framework. Using a national sample of 207 trans collegians from the National LGBTQ Alumnx Survey, we utilize regression analysis supplemented by an analysis of open-ended responses to highlight the experiences of trans respondents. Results demonstrate the relationship between trans students' campus climate perceptions and year of graduation, outness, academic training, and LGBTQ academic/cocurricular experiences. We close by discussing campus climate experiences and the third space that trans students must navigate within colleges and universities, and we provide recommendations for higher-education practitioners and scholars.

Gil-Hernandez, Carlos J. (2019):

Do Well-off Families Compensate for Low Cognitive Ability? Evidence on Social Inequality in Early Schooling from a Twin Study.

In: *Sociology of Education* 92 (2), S. 150–175. DOI: 10.1177/0038040719830698.

Abstract:

This article bridges the literature on educational inequality between and within families to test whether high-socioeconomic status (SES) families compensate for low cognitive ability in the transition to secondary education in Germany. The German educational system of early-ability tracking (at age 10) represents a stringent setting for the compensatory hypothesis. Overall, previous literature offers inconclusive findings. Previous research between families suffers from the misspecification of parental SES and ability, while most within-family research did not stratify the analysis by SES or the ability distribution. To address these issues, I draw from the TwinLife study to implement a twin fixed-effects design that minimizes unobserved confounding. I report two main findings. First, highly educated families do not compensate for twins' differences in cognitive ability at the bottom of the ability distribution. In the German system of early-ability tracking, advantaged families may have more difficulties to compensate than in countries where educational transitions are less dependent on ability. Second, holding parents' and children's cognitive ability constant, pupils from highly educated families are 27% more likely to attend the academic track. This result implies wastage of academic potential for disadvantaged families, challenging the role of cognitive ability as the leading criterion of merit for liberal theories of equal opportunity. These findings point to the importance of other factors that vary between families with different resources and explain educational success, such as noncognitive abilities, risk aversion to downward mobility, and teachers' bias.

Johnson, Anthony M. (2019):

"I Can Turn It on When I Need To". Pre-college Integration, Culture, and Peer Academic Engagement among Black and Latino/a Engineering Students.

In: *Sociology of Education* 92 (1), S. 1–20. DOI: 10.1177/0038040718817064.

Abstract:

Drawing on interviews with 38 black and Latino/a engineering students at a predominantly white, elite university, I use a cultural analytic framework to explicate the role of pre-college integration in the heterogeneous psychosocial and academic experiences of students of color on predominantly white campuses. I identify three cultural strategies students of color adopt to navigate the university's ethnoracially segregated peer network landscape and more specifically, engage

majority-white academic peer networks: integration, marginalized segregation, and social adaptation. Integrators, who hail from predominantly white high schools, engage majority-white academic networks with ease, do not experience ethnoracial marginalization, and form predominantly white networks in college. Marginalized segregators, who come from predominantly black, Latino/a, or mixed high schools, exhibit discomfort engaging majority-white academic networks, experience ethnoracial marginalization, and form predominantly same-race or co-ethnic networks in college. Finally, social adapters, who come from high schools with varying ethnoracial compositions, manage their experiences with ethnoracial marginalization to engage majority-white academic networks with ease, and the ethnoracial composition of their college networks varies. The findings extend previous scholarship on the experiences of black and Latino/a students on predominantly white campuses and uncover the cultural processes that contribute to the reproduction of inequality among students of color.

Kosyakova, Yuliya; Gerber, Theodore P. (2019):

Adult Education, Stratification, and Regime Change. Upgrading and Sidestepping in Russia, 1965-2005.

In: *Sociology of Education* 92 (2), S. 124–149. DOI: 10.1177/0038040718823192.

Abstract:

Adult education influences how labor market opportunities are structured in the later life course. We propose a theoretical framework for understanding the stratifying role of adult education resting on the distinction between two forms of adult education-upgrading and sidestepping: Resources, incentives, and selection processes systematically structure rates of participation. Using educational history data from Russia, we test hypotheses derived from our framework and examine the impact of the Soviet collapse and the ensuing economic recovery. Upgrading exacerbates patterns of socioeconomic stratification by delivering better credentials to individuals with higher levels of initial resources. Sidestepping is less common than upgrading and less related to socioeconomic origins and previous attainment. The Soviet collapse produced short-term declines in the rates of both upgrading and sidestepping. However, once growth resumed, market institutions proved durable, and the political regime stabilized, rates of upgrading soared to levels exceeding those of the Soviet era.

Levy, Brian L.; Owens, Ann; Sampson, Robert J. (2019):

The Varying Effects of Neighborhood Disadvantage on College Graduation. Moderating and Mediating Mechanisms.

In: *Sociology of Education* 92 (3), S. 269–292. DOI: 10.1177/0038040719850146.

Abstract:

This study estimates the effect of neighborhood disadvantage on bachelor's degree attainment with data from a long-term follow-up of the Project on Human Development in Chicago Neighborhoods. We focus on heterogeneous effects by race and class as well as individual and neighborhood mechanisms that might explain observed patterns, including parents' educational expectations, collective efficacy, social relationships, and neighborhood violence. Using newly developed methods for estimating longitudinal treatment effects, we find that cumulative neighborhood disadvantage in adolescence is strongly associated with lower bachelor's attainment among high-income blacks and Latinos. We find no effect for whites and at most a modest effect among low- and middle-income blacks/Latinos. A sensitivity analysis suggests that the estimated effect for high-income blacks/Latinos is plausibly causal. These results support an advantage-leveling model of neighborhood effects and add important nuance for research considering how and for whom neighborhoods influence life chances.

Li, Angran; Hamlin, Daniel (2019):

Is Daily Parental Help with Homework Helpful? Reanalyzing National Data Using a Propensity Score-Based Approach.

In: *Sociology of Education* 92 (4), S. 367–385. DOI: 10.1177/0038040719867598.

Abstract:

Previous analyses of large national datasets have tended to report a negative relationship between parental homework help and student achievement. Yet these studies have not examined heterogeneity in this relationship based on the

propensity for a parent to provide homework help. By using a propensity score-based approach, this study investigates the relationship between daily parental homework help in first grade and student achievement in third grade with nationally representative data from the Early Childhood Longitudinal Study-Kindergarten Class. Results indicated that low prior achievement, socioeconomic disadvantage, and minority status were associated with a high propensity to provide daily homework help. Daily parental homework help was also associated with improved achievement for children whose parents had a high propensity to provide daily homework help. These patterns suggest that complex factors induce daily parental homework help and that these factors are related to heterogeneity in the relationship between daily parental homework help and achievement.

Pyne, Jaymes (2019):

Suspended Attitudes. Exclusion and Emotional Disengagement from School.

In: *Sociology of Education* 92 (1), S. 59–82. DOI: 10.1177/0038040718816684.

Abstract:

We know far less about the unintended social-psychological consequences of out-of-school suspensions on students than we do of the academic, behavioral, and civic consequences. Drawing on theories of socialization and deviance, I explore how suspension events influence students' emotional engagement in school through changes in their attitudes. Using longitudinal middle school survey data connected to individual student administrative records, I find that students who receive out-of-school suspensions are psychologically vulnerable prior to their removal from school. Accounting for demographic characteristics of students, prior year disciplinary involvement, and students' beginning-of-year attitudes, I find suspensions might further harm students by negatively changing their academic identities and perceptions of adults in school. A series of robustness checks add nuance and strengthen the claims I infer from the main analyses. I close by discussing how the engagement-related consequences of suspension inform social theory and educational policy.

Raabe, Isabel J.; Boda, Zsafia; Stadtfeld, Christoph (2019):

The Social Pipeline. How Friend Influence and Peer Exposure Widen the STEM Gender Gap.

In: *Sociology of Education* 92 (2), S. 105–123. DOI: 10.1177/0038040718824095.

Abstract:

Individuals' favorite subjects in school can predetermine their educational and occupational careers. If girls develop weaker preferences for science, technology, engineering, and math (STEM), it can contribute to macrolevel gender inequalities in income and status. Relying on large-scale panel data on adolescents from Sweden (218 classrooms, 4,998 students), we observe a widening gender gap in preferring STEM subjects within a year (girls, 19 to 15 percent; boys, 21 to 20 percent). By applying newly developed random-coefficient multilevel stochastic actor-oriented models on social network data (27,428 friendships), we investigate how social context contributes to those changes. We find strong evidence that students adjust their preferences to those of their friends (friend influence). Moreover, girls tend to retain their STEM preferences when other girls in their classroom also like STEM (peer exposure). We conclude that these mechanisms amplify preexisting preferences and thereby contribute to the observed dramatic widening of the STEM gender gap.

Schudde, Lauren; Brown, Raymond Stanley (2019):

Understanding Variation in Estimates of Diversionary Effects of Community College Entrance. A Systematic Review and Meta-analysis.

In: *Sociology of Education* 92 (3), S. 247–268. DOI: 10.1177/0038040719848445.

Abstract:

Decades of research have estimated the effect of entering a community college on bachelor's degree attainment. In this study, we examined the influence of methodological choices, including sample restrictions and identification strategies, on estimated effects from studies published between 1970 and 2017. After systematically reviewing the literature, we leveraged meta-analysis to assess average estimates and examine the role of moderators. In our preferred model, entering a community college was associated with a 23-percentage-point decrease in the probability of baccalaureate attainment, on average, compared with entering a four-year college. The size of effects appeared to grow over the past three decades, though this coincides with substantial shifts in the college-going population. Methodological choices, particularly how

researchers define the treatment group, explain some variation in estimates across studies. We conclude with a discussion of the implications for future inquiry and for policy.

Specials

2019 Reviewer Thank You.

[Acknowledgement] (2019). In: *Sociology of Education* 92 (4), S. 323–325.

Studies in Higher Education (44) 2019

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Editorials

Editorial. Thank you to our referees.

[Editorial] (2019). In: *Studies in Higher Education* 44 (12), S. I–IX.

Dominguez, Caroline (2019):

Introduction.

[Introduction]. In: *Studies in Higher Education* 44 (5, SI), S. 801–803. DOI: 10.1080/03075079.2019.1591661.

Lincoln, Daniel; Kearney, Mary-Louise (2019):

Promoting critical thinking in higher education.

[Foreword]. In: *Studies in Higher Education* 44 (5, SI), S. 799–800. DOI: 10.1080/03075079.2019.1586322.

Lincoln, Daniel; Kearney, Mary-Louise (2019):

The role of emotions in higher education teaching and learning processes.

[Introduction]. In: *Studies in Higher Education* 44 (10, SI), S. 1707–1708. DOI: 10.1080/03075079.2019.1665301.

Meek, V. Lynn (2019):

Editorial.

[Editorial]. In: *Studies in Higher Education* 44 (1), S. 1–2. DOI: 10.1080/03075079.2018.1544196.

Original Articles

Aamaas, Asmund; Duesund, Knut; Lauritzen, Solvor Mjoberg (2019):

Placements abroad and scaffolding structures.

In: *Studies in Higher Education* 44 (3), S. 539–553. DOI: 10.1080/03075079.2017.1387106.

Abstract:

This paper uses scaffolding theory to examine structures surrounding Norwegian preschool student teachers on placement in India. Through a case study involving a teacher-training programme in Norway, we explore the extent to which learning

outcomes from international placements in a foreign cultural context depend on scaffolding structures. Using the categories of 'embedded scaffolding', 'contingent scaffolding' and 'reciprocal scaffolding', we discuss and analyse the different ways in which such scaffolding structures emerge in the case study. We argue that in order for student teachers to optimise their learning potential, a substantial level of scaffolding is crucial during placements abroad and show that this scaffolding can, to some extent, be achieved through support by a more capable peer. The paper, however, concludes that supplemental professional guidance is required so that student teachers neither develop stereotypical impressions of the host culture nor are overwhelmed by the new cultural context they encounter.

Agasisti, T.; Barbato, G.; Dal Molin, M.; Turri, M. (2019):

Internal quality assurance in universities. Does NPM matter?

In: *Studies in Higher Education* 44 (6), S. 960–977. DOI: 10.1080/03075079.2017.1405252.

Abstract:

Following the ideas of New Public Management, Quality Assurance (QA) practices have become a relevant concern for public organizations. In the Higher Education sector, QA policies have inspired different reforms, becoming a debated issue for universities' leaders and policy-makers. This article analyzes the implementation of a newly defined committee for quality assurance (QAC) within Italian universities in order to identify if, as happened in other NPM reforms, it represents a further example of 'implementation gap'; and to detect the key variables that promote a satisfactory QAC functioning. Based on both the analysis of the composition and the role of QAC in all the Italian public universities and significant case studies, we have identified some core variables that promote the implementation of an effective QAC and ultimately supports the overall QA policy.

Ahern, Aoife; Dominguez, Caroline; McNally, Ciaran; O'Sullivan, John J.; Pedrosa, Daniela (2019):

A literature review of critical thinking in engineering education.

In: *Studies in Higher Education* 44 (5, SI), S. 816–828. DOI: 10.1080/03075079.2019.1586325.

Abstract:

Developing optimum solutions to engineering problems typically relies on structured and complex thought processes that require evaluation, interpretation and opinion. Well-developed critical thinking (CT) skills are essential for dealing with the multi-dimensional nature of these problems. CT in an engineering context is well reported in teaching and learning academic literature. However, much of this is framed within theoretical and conceptual frameworks. Practical approaches of how CT skills are best promoted in engineering curricula are less common. A state-of-art review of practical interventions that target the development of CT in engineering students is presented. The review draws on 25 selected peer-reviewed journal articles in established engineering databases and focusses on teaching strategies where their effects in promoting CT skills in students are measured. Considerable variability in the reviewed literature was apparent. CT interventions and strategies are often reported, but metrics of their success in enhancing students' CT is often limited to qualitative, subjective inferences. To more robustly and holistically ensure that CT is clearly embedded in university curricula, there needs to be well-funded research programmes that allow different methods to be developed and trialled over extended periods in higher education engineering programmes.

Ain, Chean Toing; Sabir, Fizza; Willison, John (2019):

Research skills that men and women developed at university and then used in workplaces.

In: *Studies in Higher Education* 44 (12), S. 2346–2358. DOI: 10.1080/03075079.2018.1496412.

Abstract:

This qualitative study probed the mismatch between graduates' and employers' perspectives, especially in regard to graduates' learning orientation and investigating skills. Specifically, the study delved into male and female graduates' perceptions of research skills that were developed explicitly during their undergraduate degree and used by them in employment for research, investigations and for ongoing learning that kept them current. Thematic analysis of the qualitative data revealed substantial similarities between the male and female graduates' emphasis about four of the six

research skills investigated. However, the skills that graduates did not emphasize – embarking and clarifying for men; analyzing and synthesizing for women – give some clues as to why those interviewed may not have, use or transfer, the full set of skills needed to engage in investigation and learning in workplaces, and this incomplete skill set may lead to lower employer satisfaction with graduate skills.

Al Hallak, Louna; Ayoubi, Rami M.; Moscardini, Alfredo; Loutfi, Mohamed (2019):

A system dynamic model of student enrolment at the private higher education sector in Syria.

In: *Studies in Higher Education* 44 (4), S. 663–682. DOI: 10.1080/03075079.2017.1393061.

Abstract:

This paper investigates the dynamics of student enrolment in the Syrian private higher education sector. The paper adopts a system dynamics approach, to construct suitable simulation models that could be used to examine the complex and dynamic interactions between student flows, staff ratios and investments in plant and facilities. The study involved interviews with key university personnel, focus groups with university staff, a survey of student perceptions and personal observations of key departments at the university selected for the study. Further interviews were held with members of staff of all the other private universities in Syria. The simulation model developed in this study has provided insightful and meaningful exploration of data whose practical applicability is not necessarily restricted to the Syrian university, but broadly encompasses all educational sectors, whether private or public. The model designed in this research is a decision support system, one that is a flexible tool to design measures that might help to improve student enrolments. University management can use the simulation model to create different future scenarios, involving changes in student numbers, staff-student ratios or investment in plant and facilities.

Arranz, N.; Arroyabe, M. F.; Arroyabe, J. C. Fdez. de (2019):

Entrepreneurial intention and obstacles of undergraduate students. The case of the universities of Andalusia.

In: *Studies in Higher Education* 44 (11), S. 2011–2024. DOI: 10.1080/03075079.2018.1486812.

Abstract:

This paper studies entrepreneurial intentions in undergraduate students and the obstacles perceived by the students in the process of starting their own business. Using a sample of 1053 undergraduate students from Andalusia universities, this study explores attitudes, capacities and social environment to determine the profile of university's entrepreneurs. The results of the structural model show that motivational factors determine entrepreneurship university students, while environmental or regional factors indirectly determine undergraduates' choice of employment status. We also find that personal variables and attitudes related to the desire for self-realization have the greatest influence on the entrepreneurial intention university students. In addition, the findings from the regression analysis exhibit that financial obstacles, the lack of experience and training are the main barriers students perceive to starting their own business. The results contribute to theories of entrepreneurship education and intentions in the context of higher education. The authors discuss implications universities and policymakers.

Ayala-Rodriguez, Nelly; Barreto, Idaly; Rozas Ossandon, German; Castro, Alejandra; Moreno, Sebastian (2019):

Social transcultural representations about the concept of university social responsibility.

In: *Studies in Higher Education* 44 (2), S. 245–259. DOI: 10.1080/03075079.2017.1359248.

Abstract:

The new paradigms of university social responsibility (USR) conceive students as key players who express their beliefs, attitudes and opinions both in the professional training process and in their willingness to serve the community in line with the agenda of USR. This research focuses on a comparative study of the social representations that students of two higher education institutions have on the concept of USR. From a qualitative methodological perspective, using focus groups and semi-structured interviews as the information collection technique, the narratives of 50 participants were analysed by codifying and prioritizing the categories in accordance with the assumptions of the central core theory for the study of

social representations. The results show that the central core of the representation focuses on prosocial sense. The peripheral elements are associated with social awareness, mutual respect, co-responsibility, social projection, university identity, and comprehensive education and entrepreneurship, among others.

Baik, Chi; Naylor, Ryan; Arkoudis, Sophie; Dabrowski, Anna (2019):

Examining the experiences of first-year students with low tertiary admission scores in Australian universities.

In: *Studies in Higher Education* 44 (3), S. 526–538. DOI: 10.1080/03075079.2017.1383376.

Abstract:

The previous two decades have seen much improvement in the first-year experience of students attending university. Yet for a significant proportion of students, coping with university study remains challenging. This is particularly the case for those students entering university with low tertiary admission scores. Although the higher education sector is now alert to the challenges facing these students and aware of the need for augmented support, our research shows that students entering Australian education with low tertiary admission ranks (ATAR) continue to be less prepared, less able to cope with study, less academically engaged than their peers, and are at greater risk of attrition. We argue that supporting low ATAR students' transition into university means rethinking the role of preparatory programmes as well as supporting these students to develop personal objectives, new student identities, and feel a stronger sense of 'belonging' to their university community.

Baltaru, Roxana-Diana (2019):

Do non-academic professionals enhance universities' performance? Reputation vs. organisation.

In: *Studies in Higher Education* 44 (7), S. 1183–1196. DOI: 10.1080/03075079.2017.1421156.

Abstract:

Universities are increasingly engaging with non-academic professionals in facilitating performance outcomes, reaffirming themselves as purposive organisations, i.e. institutions with the ability to organise strategically in the pursuit of goals and standards. However, there is little empirical evidence for the impact of professional staff on university performance. Drawing on a sample of 100 British universities, the author assesses whether the changes in the ratio of professional staff to students (from 2003 to 2011) influence subsequent university performance. The author finds that universities that are moderately increasing their share of professional staff display higher levels of degree completion, but no significant differences can be observed in terms of research quality, good honours degrees and graduate employability. University performance is largely determined by reputation, prestigious universities performing higher in all dimensions. The findings contribute to the emerging empirical research assessing the impact of professional staff in higher education.

Bauwens, Robin; Audenaert, Mieke; Huisman, Jeroen; Decramer, Adeliën (2019):

Performance management fairness and burnout. Implications for organizational citizenship behaviors.

In: *Studies in Higher Education* 44 (3), S. 584–598. DOI: 10.1080/03075079.2017.1389878.

Abstract:

Drawing upon organizational justice theory, we examine how perceptions of performance management fairness affect burnout and organizational citizenship behaviors among academic employees. Data from 532 academic employees from a university in Flanders (Belgium) were analyzed using structural equation modeling. Academic employees experience less burnout when performance management fairness is perceived as high. Performance management distributive and interactional fairness increase organizational citizenship behaviors by reducing burnout and supporting partial mediation. Higher education institutions should carefully design and implement performance management systems with fair outcomes, procedures and treatment of employees. Our findings stress the importance of fair performance management systems and offer new insights on how these systems affect employee outcomes.

Bendermacher, G. W. G.; Egbrink, M. G. A. Oude; Wolfhagen, H. A. P.; Leppink, J.; Dolmans, D. H. J. M. (2019):

Reinforcing pillars for quality culture development. A path analytic model.

In: *Studies in Higher Education* 44 (4), S. 643–662. DOI: 10.1080/03075079.2017.1393060.

Abstract:

To this date, research on the interplay between organisational structure/managerial and organisational value/psychological elements which impact on educational quality is scarce and fragmented. As a consequence of a lack of knowledge in this area, institutions often address these elements in isolation, moving past integral approaches, which reinforce the organisations' quality culture. In order to examine interrelationships between context characteristics, work-related psychological attitudes of staff and enhancement practices, a path analysis was performed on data collected from academics with teaching coordination roles. The findings highlight the paramount importance of a 'human relation' value orientation; this orientation influences empowerment, commitment and communication satisfaction. Rational goal values and ownership are positively related to quality enhancement practices. It is advocated that institutional policies and strategies directed at educational quality enhancement should leave discretionary space for the availing of academics' expertise. Nurturing collaborative teaching/learning communities with explicit concern for morale, involvement and development, deserves further cultivation.

Berkovich, Izhak; Wasserman, Varda (2019):

Exploring narratives of non-faculty professionals in neoliberal higher education. A cultural appropriation perspective on librarians.

In: *Studies in Higher Education* 44 (6), S. 1039–1051. DOI: 10.1080/03075079.2017.1413081.

Abstract:

The purpose of this study is to explore how the rise of the new public management (NPM) culture in higher education affected librarians. Librarians are a central part of the traditional intellectual model of academia, whose professional ethos is challenged and threatened by the new market-oriented culture. Using a qualitative methodology based on semi-structured interviews with managers and professional staff of academic libraries at a public university, the present study provides insights into the perceptions of non-faculty professionals on the infiltration of NPM into higher education. Our findings reflect a cultural appropriation of integration taking place under the dominant NPM, resulting in a hybrid traditional-NPM culture. Theoretical and practical implications of the effect of NPM on professional staff of academia are offered.

Bordia, Sarbari; Bordia, Prashant; Milkovitz, Michael; Shen, Yaxi; Restubog, Simon Lloyd D. (2019):

What do international students really want? An exploration of the content of international students' psychological contract in business education.

In: *Studies in Higher Education* 44 (8), S. 1488–1502. DOI: 10.1080/03075079.2018.1450853.

Abstract:

International students have a substantial presence in western business schools. Yet, research on international students' experiences remains sparse. Following recent calls to understand the international student-educational institution relationship, we examine the content, formation, and fulfilment of their psychological contract. We conduct a qualitative study of international students in two Australian business schools with large international student cohorts. The findings indicate that international students use social and institutional sources to create the contract, which, when fulfilled, leads to positive educational and psychological outcomes. Our research contributes to the business and international education literature by identifying the key content of the contract. We also highlight the interconnected roles of three tiers of the institution - academic staff, business school and university - in fulfilling the contract. Knowledge of international students' psychological contract will help business schools better manage the student-institution relationship and create a sustainable international student expansion strategy.

Bordogna, Claudia M. (2019):

The effects of boundary spanning on the development of social capital between faculty members operating transnational higher education partnerships.

In: *Studies in Higher Education* 44 (2), S. 217–229. DOI: 10.1080/03075079.2017.1349742.

Abstract:

This paper explores social capital development between operational faculty members delivering Sino-British transnational partnerships. Research focuses on two Sino-British ‘joint programme’ partnership case studies in order to investigate boundary spanning and the development of social capital between UK and Sino academics involved in programme delivery. Since social capital is posited as a central facet in the development and institutionalisation of successful partnerships, understanding how to grow, nurture and maintain productive levels of social capital between operational academics could significantly improve and strengthen transnational partnerships. Findings suggest that boundary spanning is a useful tool, enabling individuals to interpret, transmit and filter knowledge, facilitate resource transmission and represent their organisations, building cohesion and commitment between stakeholders. The research concludes that boundary spanning can improve social capital between operational faculty members, and that senior leaders at higher education institutions should consider it as a tool with which to manage and evolve their international educational partnerships.

Bravo, Rafael; Catalan, Sara; Pina, Jose M. (2019):

Analysing teamwork in higher education. An empirical study on the antecedents and consequences of team cohesiveness.

In: *Studies in Higher Education* 44 (7), S. 1153–1165. DOI: 10.1080/03075079.2017.1420049.

Abstract:

One of the most important components of effective teamwork is cohesiveness. However, few empirical studies on the antecedents and consequences of group cohesiveness exist. In response to this gap, the current study draws on the Input-Process-Output model of team effectiveness to investigate the impact of individual and task factors on team cohesiveness, as well as the influence of team cohesiveness on students’ perceived learning, satisfaction with teamwork, and expected quality of the outcome. Based on a survey of 160 undergraduate students who worked in groups, the findings show that individual factors (cooperativeness and collaborative behaviour) have a positive influence on team cohesiveness, while task factors (workload and task complexity) have a negative influence on it. According to the results obtained, the highest effect of cohesiveness is on satisfaction with teamwork. Finally, both perceived learning and expected quality predict satisfaction with teamwork.

Breslin, Dermot (2019):

Group creativity and the time of the day.

In: *Studies in Higher Education* 44 (7), S. 1103–1118. DOI: 10.1080/03075079.2017.1413082.

Abstract:

In today’s knowledge-based economies, creativity in higher education has become a central focus for policy-makers. However, developing student creativity is still a challenge for higher education institutions. This paper seeks to contribute to our understanding of the creative processes at play in educational environments by using an experimental design to explore the time-of-day effect on group creativity. Examining 36 groups of university students, Experiment 1 explored differences in creative performance between morning and afternoon, and the optimal time of day for group creative exercises. Experiment 2 comprised 18 groups, and further studied the effect of chronotype on group creativity in the morning versus the afternoon. In both experiments a significant relationship was found between the timing of the group task and creative performance, with a peak in creative fluency around midday. This research thus points to a significant time of day effect in the creative process in groups.

Bretag, Tracey; Harper, Rowena; Burton, Michael; Ellis, Cath; Newton, Philip; Rozenberg, Pearl et al. (2019):

Contract cheating. A survey of Australian university students.

In: *Studies in Higher Education* 44 (11), S. 1837–1856. DOI: 10.1080/03075079.2018.1462788.

Abstract:

Recent Australian media scandals suggest that university students are increasingly outsourcing their assessments to third parties – a behaviour known as ‘contract cheating’. This paper reports on findings from a large survey of students from eight Australian universities (n = 14,086) which sought to explore students’ experiences with and attitudes towards contract cheating, and the contextual factors that may influence this behaviour. A spectrum of seven outsourcing behaviours were investigated, and three significant variables were found to be associated with contract cheating: dissatisfaction with the teaching and learning environment, a perception that there are ‘lots of opportunities to cheat’, and speaking a Language Other than English (LOTE) at home. To minimise contract cheating, our evidence suggests that universities need to support the development of teaching and learning environments which nurture strong student–teacher relationships, reduce opportunities to cheat through curriculum and assessment design, and address the well-recognised language and learning needs of LOTE students.

Brinkley-Etzkorn, Karen E.; Lane, India (2019):

From the ground up. Building a system-wide professional development and support program for academic department chairs.

In: *Studies in Higher Education* 44 (3), S. 571–583. DOI: 10.1080/03075079.2017.1389877.

Abstract:

Actions of academic chairs can dramatically affect a university’s effectiveness and productivity, yet many department heads move into their roles without having experienced any training on many key aspects of the job. Within one multi-campus university system, it became evident that the system lacked a consistent tool, resource, or experience benefitting its 160+ department heads. Thus, the objectives of this study were to: (1) identify existing and needed training and support opportunities for academic chairs; (2) determine the content, commitment, and delivery preferences of the department heads for such a program; and (3) inform the design of a new initiative that addresses the department heads’ needs and preferences. Findings revealed a clear need for the development of interpersonal skills and departmental planning abilities, as well as a strong preference for informal, face-to-face programming.

Bryla, Pawel (2019):

International student mobility and subsequent migration. The case of Poland.

In: *Studies in Higher Education* 44 (8), S. 1386–1399. DOI: 10.1080/03075079.2018.1440383.

Abstract:

This article aims to identify selected determinants of migration among former international student mobility participants. It is based on a large-scale online survey (2450 completed questionnaires) distributed among all Polish alumni who took part in Erasmus mobility for studies 5–6 years before. The survey was conducted in 2012. We apply descriptive statistics, cross-tabulation, chi(2) tests, t-tests, ANOVAs, and a logistic regression model. Being a man and graduating from education studies diminish the likelihood of living abroad, whereas graduating from science, mathematics and computing, finishing one’s education at the Bachelor level, having studied in German and French during one’s international student mobility and being involved in a student association at the host university significantly increase the chance of currently living abroad. Finally, those who had their first international student mobility at the doctoral level are more than three times as likely to be living abroad than those who did not.

Byram, Michael; Hu, Adelheid; Rahman, Mizanur (2019):

Are researchers in Europe European researchers? A study of doctoral researchers at the University of Luxembourg.

In: *Studies in Higher Education* 44 (3), S. 486–498. DOI: 10.1080/03075079.2017.1378634.

Abstract:

How doctoral researchers (and their supervisors) experience and conceptualise the process of becoming a researcher and the identifications that are enacted during the process has hitherto been researched only in terms of disciplinary and professional identities. Yet, within Europe, the creation of a common Higher Education Area has a potential impact on the doctoral experience and there is a declared intention to encourage doctoral students to see themselves as European researchers. The University of Luxembourg has policies and characteristics which might be expected to support this direction of development, and this study analyses the nuances of doctoral researcher experiences, at this University, of European and wider international identifications comparing these with policies at European and local levels. The opportunities offered to researchers in Luxembourg to ensure the policies are implemented are considered by participants to be significant. Whether the level of expenditure needed is possible in other countries and universities is an open question but remains a crucial condition for policies to be successful.

Cakir, M. P.; Acarturk, C.; Alkan, S.; Akbulut, U. (2019):

Multi-authoring and its impact on university rankings. A case study of CERN effect on Turkish universities.

In: *Studies in Higher Education* 44 (6), S. 1052–1068. DOI: 10.1080/03075079.2017.1414780.

Abstract:

Multi-authoring has been gaining popularity since the foundation of academic publishers. Today we observe a global trend in favor of multi-authoring. On the other hand, in certain domains, such as CERN collaborations in physics, multi-authoring has a different connotation than other domains. The number of co-authors may be above 5000, an all-time record in the history of academic publishing. CERN collaborations have been accomplishing one of the most significant achievements in physics, as well; therefore, the collaborations produce highly cited articles. Highly cited, multi-authored articles have influenced university rankings in the past decade, due to the distribution of the citations per affiliated institution. In the present study, we analyze the influence of multi-authored articles on ranking methodologies. Our findings reveal that the presence of multi-authored CERN articles have a significant impact on all bibliometric ranking indicators, and consequently on the ranking positions of the institutions worldwide.

Cameron, Harriet (2019):

Bookishness, blue skies, bright hats and brickies. Discourse and positioning in academics' conversations around 'academic intelligence' and the 'good' student.

In: *Studies in Higher Education* 44 (2), S. 318–332. DOI: 10.1080/03075079.2017.1364718.

Abstract:

This study is an interpretative discourse analysis [following Gee, J. P. 2005. *An Introduction to Discourse Analysis: Theory and Method*. 2nd ed. New York: Routledge; Gee, J. P. 2011. *How to Do Discourse Analysis: A Toolkit*. London: Routledge; and Willig, C. 2008. *Introducing Qualitative Research in Psychology*. 2nd ed. Berkshire: Open University Press], of three focus group conversations between academics in higher education during which talk centred around the topic of 'academic intelligence'. The research attended to the ways in which the academics discursively produced 'academic intelligence' and related social constructs, and how these constructs engendered discussion about 'good' students. The findings are discussed in three thematic sections: 'conceptual [un]ease'; 'bookishness, blue skies and brickies'; and 'resistance and reproduction'. The paper draws attention to the ways in which constructions of 'natural' academic intelligence underpin the illusion of meritocracy and justify academic hierarchy, whilst masking inequalities in educational practice.

Carli, Giacomo; Tagliaventi, Maria Rita; Cutolo, Donato (2019):

One size does not fit all. The influence of individual and contextual factors on research excellence in academia.

In: *Studies in Higher Education* 44 (11), S. 1912–1930. DOI: 10.1080/03075079.2018.1466873.

Abstract:

Research excellence has been the main thrust of higher education reforms in several countries, but its translation into coherent policies has proved to be controversial. Literature has delved into the role exerted by contextual factors and individual characteristics in the adoption of behaviours inspired by social values. Our study aims at investigating the effect of individual and contextual features and their interplay in the quest for research excellence. We formulate and test hypotheses on a dataset collecting the publication records of the population of 4510 Italian academics in business and management and in architecture in the 2004/2013 period. Findings disclose that, alongside previous achievements, research-oriented settings favour research excellence. In addition, we show that a research-oriented context enhances the publication record of academics without highly ranked publications, whereas it slightly reduces the productivity of outstanding academics. Implications for public policy, especially in terms of performance measurement systems, are presented.

Carvalho, Teresa; Videira, Pedro (2019):

Losing autonomy? Restructuring higher education institutions governance and relations between teaching and non-teaching staff.

In: *Studies in Higher Education* 44 (4), S. 762–773. DOI: 10.1080/03075079.2017.1401059.

Abstract:

Higher education institutions in Portugal, as in many developed countries, have undergone deep transformations affecting their organisational structures and professionals. These reforms framed by new public management are said to induce changes in the traditional jurisdictional field of the academic profession with the administrative power being transferred to non-teaching staff. The aim of this paper is to contribute to this discussion by analysing the extent to which the academics jurisdictional field has changed and power relations were redefined. Resorting to empirical data obtained through an extensive online survey we analyse professionals' perceptions on changes in institutional governance and on their professional autonomy and the way this may translate a reconfiguration of power between these professional groups. The empirical findings suggest that professionals perceive changes as affecting negatively their participation in institutions' decision-making processes but this is not automatically translated in a perceived loss of professional autonomy.

Cattaneo, Mattia; Horta, Hugo; Malighetti, Paolo; Meoli, Michele; Paleari, Stefano (2019):

The relationship between competition and programmatic diversification.

In: *Studies in Higher Education* 44 (7), S. 1222–1240. DOI: 10.1080/03075079.2018.1428947.

Abstract:

In this study, we analyse the relationship between competition and programmatic diversification in 75 Italian universities from the academic years of 2003/2004 to 2011/2012. Results show that local competition, rather than national competition, influences programmatic diversification. The relationship between local competition and programmatic diversification is found to be quadratic such that when competition increases, diversification decreases and specialisation increases, and both relationships are reversed after a certain threshold. We argue that under moderate levels of competition, universities tend to respond to local competition for students by differentiating their programmatic offerings from their competitors. However, when the level of competition is minimum or extreme, universities tend to follow an isomorphic strategy. After the reduction in student demand and the reform of the higher education system in 2008/2009, the relationship was no longer curvilinear because universities operating in extremely competitive environments began to adopt more risk-taking behaviour by engaging in diversification strategies.

Cattaneo, Mattia; Horta, Hugo; Meoli, Michele (2019):

Dual appointments and research collaborations outside academia. Evidence from the European academic population.

In: *Studies in Higher Education* 44 (11), S. 2066–2080. DOI: 10.1080/03075079.2018.1492534.

Abstract:

The literature suggests that academic researchers with dual-appointment contracts, i.e. those employed concurrently by a university and an organization outside academia, have the potential to be more engaged in research collaborations with non-academic partners than colleagues contractually linked to a university only. Our results suggest that this relationship is not simple. Based on a sample of 7773 academic researchers in Europe, our findings show that the relationship between dual appointments and research collaborations is negative when the appointment involves an organization in the private sector and positive when the dual appointment is with an organization in the public sector. Our results also highlight that the profiles of academic researchers in dual appointments differ from those of academics mostly involved in research collaborations with non-academic organizations. The main differences relate to the academic researchers' educational paths, international mobility experiences and contractual status. The implications of these findings for research collaborations between the academic and non-academic sectors are discussed.

Clouder, Lynn; Cawston, Jacqueline; Wimpenny, Katherine; Mehanna, Ahmed Khalifa Aly; Hdouch, Youcef; Raissouni, Iman; Selmaoui, Karima (2019):

The role of assistive technology in renegotiating the inclusion of students with disabilities in higher education in North Africa.

In: *Studies in Higher Education* 44 (8), S. 1344–1357. DOI: 10.1080/03075079.2018.1437721.

Abstract:

This article considers the impact of a two-year collaborative European Union-funded project. The 'Sustainable Ways to Increase Higher Education Students' Equal Access to Learning Environments' (SWING) project, brought together four European higher education institutions, one institution in Egypt and two in Morocco. It aimed to promote equal access to university education, and future career opportunities, for students with disabilities in the North African countries, using accessible assistive technology. Appreciative inquiry was used to explore the impact of the project processes and outcomes. We will share how the focus on assistive technology addressed the invisibility of students with disabilities by promoting individual and collective student agency. Students' emerging sense of empowerment is attributed to two factors that inform the wider inclusive education debate: the power of technology as a mediator of change and the importance of a bottom-up/top-down dynamic.

Collins, Ayse; Azmat, Fara; Rentschler, Ruth (2019):

'Bringing everyone on the same journey'. Revisiting inclusion in higher education.

In: *Studies in Higher Education* 44 (8), S. 1475–1487. DOI: 10.1080/03075079.2018.1450852.

Abstract:

This study investigates inclusion in higher education, examining learning environments for students with physical disabilities (SWPD) and the challenges faced in promoting inclusive education, using an Australian university as a case study. Drawing from the social model of disability and interviews with 40 stakeholders, our findings suggest that despite marked progress towards inclusive education through reasonable adjustments for all, learning environments remain largely driven by adjustments for individual students, creating organisational and personal challenges. Four key challenges emerged: (1) staff perception about too many resources creating student dependencies; (2) staff training needs; (3) low representation of students with visible disabilities; and (4) moving inclusion beyond education into employment. Our findings emphasise the need to embed employability and skills development in all aspects of teaching and learning while moving towards inclusive education, to enable all students to develop professionally, and reinforcing calls for an inclusive workplace that values and accepts SWPD.

Cook, Steve; Watson, Duncan; Webb, Rob (2019):

'It's just not worth a damn!' Investigating perceptions of the value in attending university.

In: *Studies in Higher Education* 44 (7), S. 1256–1267. DOI: 10.1080/03075079.2018.1434616.

Abstract:

Mass expansion of the UK Higher Education (HE) sector is eroding its well-documented benefits - leading many to question whether HE remains worthwhile. Avoiding the traditional approach of estimating the returns to HE, we investigate why many now feel that attending university will not yield any financial benefits. Using BSA data from 2010 we find that this negativity is being driven by perceived lack of graduate job prospects, the rise in tuition fees and wage underpayment. We conclude that this may well fuel uncertainty and reduce demand for HE from lower socio-economic groups while increasing intra class conflict in higher socio-economic groups.

Craft, Judy A. (2019):

Academic performance of low SES students at an Australian university satellite campus.

In: *Studies in Higher Education* 44 (8), S. 1372–1385. DOI: 10.1080/03075079.2018.1440382.

Abstract:

The satellite university campus is becoming more prominent in Australia, and may consist of a large proportion of students of low socio-economic status (SES). Concurrently, there is a governmental target to increase the proportion of low SES students at university. However, there are concerns that students of low SES may be less successful at university, and accordingly, this study aimed to identify whether SES impacted on student success. Retrospective analysis was undertaken of satellite campus students to relate their SES and university entry rank to their academic results. There was no strong relationship between students' entry rank and their results, nor was there a significant effect of SES on results. This demonstrates that students of low SES, and those of lower entry ranks, were successful in their first year. These results indicate that universities can recruit low SES students to meet governmental policy, without the concerns of increased failure rates.

Cvetkovski, Stefan; Jorm, Anthony F.; Mackinnon, Andrew J. (2019):

An analysis of the mental health trajectories of university students compared to their community peers using a national longitudinal survey.

In: *Studies in Higher Education* 44 (1), S. 185–200. DOI: 10.1080/03075079.2017.1356281.

Abstract:

This study examines the mental health trajectories of future/current undergraduate university students relative to their age-matched community peers from the ages of 15 to 21. It analysed data from the Household, Income and Labour Dynamics in Australia survey. The sample comprised 442 students and 1292 peers. Mental health was assessed with the five-item Mental Health Inventory from the Short Form 36. The results showed that students generally had better mental health than their peers. This was largely associated with better parental mental health and socio-economic position. However, the models also revealed reductions in the mental health of students relative to their peers at ages prior to major transitions in their student careers. This study contributes to the literature on university student mental health by comparing the mental health trajectories of students with their community peers and by identifying the ages when student mental health programmes may be of most benefit.

Dann, R.; Basford, J.; Booth, C.; O'Sullivan, R.; Scanlon, J.; Woodfine, C.; Wright, P. (2019):

The impact of doctoral study on university lecturers' construction of self within a changing higher education policy context.

In: *Studies in Higher Education* 44 (7), S. 1166–1182. DOI: 10.1080/03075079.2017.1421155.

Abstract:

This paper explores the impact of lecturers' individual current doctoral study on their own and collective constructions of self in a changing Higher Education (HE) policy context. It focuses on how lecturers, drawn from a professional knowledge background, make sense of new institutional requirements for new lectures to have doctorates. The lecturers themselves, through 'facilitated collaborative auto-ethnography', generate the substantial data and analysis for this research. This study exposes the enormous pressure of the doctorate on their lives and reveals different ways in which they resist particular forms of language, affiliations and positioning within their institution. However, of particular significance in this study is their own agency and collective voice, through using their developing cultural tools of research to 'be' researchers, in and beyond their own doctoral studies, in order to understand their own changing identities within HE. The study therefore reveals complex, contradictory and unexpected responses to HE policy.

Davies, Chantal; Healey, Ruth (2019):

Hacking through the Gordian Knot. Can facilitating operational mentoring untangle the gender research productivity puzzle in higher education?

In: *Studies in Higher Education* 44 (1), S. 31–44. DOI: 10.1080/03075079.2017.1333494.

Abstract:

In spite of a number of drivers for change in the pursuit of gender equality in higher education in the UK and beyond, the gender gap in research activity is still widely recognised across most subject disciplines. Over recent years, mentoring strategies have often been seen as the Alexandrian sword capable of cutting the gender deficit 'Gordian Knot'. However, analysis of current practice and dialogue points to a lack of a consistent approach in addressing and implementing HE policy in this area with many initiatives providing standardised non-evidence-based provision aimed at addressing an alleged confidence deficit and exhausting an already fatigued group of successful senior women. This paper seeks to triangulate existing literature with an analysis of data collected from a funded UK-based research project ultimately proposing a five-step institutional mentoring approach aimed at providing some inroads into alleviating the gender deficit in research productivity in the academy.

Day, Indira N. Z.; van Blankenstein, F. M.; Westenberg, P. M.; Admiraal, W. F. (2019):

University teachers' conceptions of their current and ideal intermediate assessment. An A+ is good, but speaking your mind is better.

In: *Studies in Higher Education* 44 (12), S. 2223–2234. DOI: 10.1080/03075079.2018.1483326.

Abstract:

Assessment in higher education with a transformational instead of a reproductive purpose can be a powerful way of supporting student learning. Since university teachers usually design their own assessments, it is important to investigate their conceptions of assessment. The current study focuses on teachers' conceptions of their current and ideal assessment with a focus on intermediate assessment. Thirteen teachers teaching law, psychology and criminology, reflected on their current and ideal assessment in an attempt to eliminate the influence of practical constraints on assessment practice. Results indicate that the majority of teachers have transformational conceptions of their intermediate assessment practice, and in general, their conceptions of the ideal assessment are even more transformational. This suggests that teachers' main focus for assessment is on student learning and that a lack of transformational assessments in practice may be mainly caused by external constraints.

de la Torre, Eva M.; Rossi, Federica; Sagarra, Marti (2019):

Who benefits from HEIs engagement? An analysis of priority stakeholders and activity profiles of HEIs in the United Kingdom.

In: *Studies in Higher Education* 44 (12), S. 2163–2182. DOI: 10.1080/03075079.2018.1479847.

Abstract:

It has been suggested that higher education institutions (HEIs) may develop different activity profiles (including research, teaching and socio-economic engagement) in their attempt to maximise the fit between institutional resources and strategic opportunities; the latter include strategies of engagement with different groups of external stakeholders. Understanding the extent to which HEIs' resources and activity profiles are aligned with their strategic prioritisation of stakeholder groups allows us to better understand the different ways in which HEIs drive socio-economic development. Using non-parametric techniques – qualitative and quantitative ordinal multidimensional scaling – applied to data on the universe of HEIs in the United Kingdom, we show that HEIs with different institutional resources and undertaking different sets of activities prioritise their engagement with different stakeholder groups. We also confirm the complex associations between HEIs' institutional resources, activity profiles and stakeholder prioritisation strategies, which lock HEIs into configurations that are difficult to change.

DeForge, Ryan; Colquhoun, Heather; Richmond, Sarah A.; Emberly, Debbie; Newman, Kristine (2019):

Developing a theory of peer mentorship in a knowledge translation trainee context.

In: *Studies in Higher Education* 44 (12), S. 2385–2401. DOI: 10.1080/03075079.2018.1504909.

Abstract:

Background: Knowledge translation (KT) is an emerging field of practice, one in need of supports for growth, including, notably, peer mentorship.

Aim: To enhance our understanding of peer mentorship, this qualitative research examines the lived experiences of peer mentorship among graduate students and junior faculty whose studies focus on knowledge translation (KT).

Data collection and analysis: Interview data were collected from 12 members of a KT 'trainee collaborative' and were analyzed using grounded theory techniques.

Findings: The resultant theory of peer mentorship views the phenomenon as distinct from traditional mentorship, and outlines antecedents deemed necessary for creating and optimizing the formation of peer mentorship relationships. The theory also delineates between active and passive participation in such relationships, both within the formative stages, and once a set of peers has begun to 'be in' the relationship.

Conclusion: The model offers KT trainees and faculty an opportunity to reflect on peer mentorship practices, and to consider the conditions that may optimize peer mentorship.

Denovan, Andrew; Dagnall, Neil; Dhingra, Katie; Grogan, Sarah (2019):

Evaluating the Perceived Stress Scale among UK university students. Implications for stress measurement and management.

In: *Studies in Higher Education* 44 (1), S. 120–133. DOI: 10.1080/03075079.2017.1340445.

Abstract:

University life can be stressful, and accurate measurement of perceived stress is important for research and practice. However, despite widespread use, disagreement persists regarding the latent structure of the Perceived Stress Scale (PSS), which poses serious consequences for how the measure should be administered. Furthermore, factorial invariance between genders has not been established with the 10-item PSS, though gender differences in perceived stress have been detected. This study examined the factor structure, composite reliability, convergent validity, and gender invariance of the PSS-10 among 524 UK university students. Four distinct factor models (one-factor, correlated two-factor, correlated three-factor, and bifactor) were examined using confirmatory factor analysis. The totality of results supported a bifactor solution. Multi-group analysis established configural, metric, and scalar invariance of this model across gender. This study supports the use of total PSS-10 scores with UK university students and suggests the scale is not significantly affected by gender bias.

Deutsch, Nurit Novis; Rubin, Osnat (2019):

Ultra-Orthodox women pursuing higher education. Motivations and challenges.

In: *Studies in Higher Education* 44 (9), S. 1519–1538. DOI: 10.1080/03075079.2018.1453792.

Abstract:

Highly religious students from fundamentalist or sectarian religious communities face unique challenges in pursuing higher education, directly bearing on their educational opportunities. This study reports findings on ultra-Orthodox Jewish female students in Israel, a group which only recently began pursuing higher education. Using a mixed-methods design, we surveyed 469 students and conducted in-depth interviews with 61 additional students in order to explore their motivations, concerns and challenges in pursuing higher education. The interviews elicited narratives of a 'Heroine's Journey' format, indicating that for many of these women, entering college is perceived as a transformative series of trials. Challenges and management techniques were identified, primarily concerning value and worldview conflicts. A k-means cluster analysis of the survey revealed five distinct profiles of students (practical, driven, anxious, self-realizers and conventional) with differential demographic characteristics. We analyze these results as reflecting 'multiple traditionalities' and discuss their implications for supporting highly religious students in higher education.

Díaz Vidal, Daniel; Pittz, Thomas G. (2019):

Educating beyond the classroom. Alumni giving and the value of campus culture.

In: *Studies in Higher Education* 44 (12), S. 2208–2222. DOI: 10.1080/03075079.2018.1482269.

Abstract:

This research considers a variety of independent variables to determine the school-based factors that can predict alumni giving. Data for this study are gathered from a top-tier liberal arts college located in the US with an impressive history of alumni giving and a robust endowment fund. The findings indicate that cultural components of the university experience, highlighted by college culture clubs and Greek life, are influential for future alumni giving. Conclusions drawn from this study are useful both for school administrators attempting to increase alumni gifts and for future researchers attempting to understand the after-effect influence of culture.

Dicker, Rachel; Garcia, Michael; Kelly, Alison; Mulrooney, Hilda (2019):

What does 'quality' in higher education mean? Perceptions of staff, students and employers.

In: *Studies in Higher Education* 44 (8), S. 1425–1437. DOI: 10.1080/03075079.2018.1445987.

Abstract:

'Quality' in education is difficult to define. What is viewed as high quality by staff, students and employers must be identified so that universities can articulate their offer. Equally, helping students develop the graduate skills and attributes that employers value is essential. This project explored quality in higher education from the perspectives of undergraduate students, academic staff and employers. Three hundred and forty students, 32 staff and 17 employers completed their respective questionnaires. Qualitative data were collected from students in focus groups. Results showed that employers most highly valued graduate personal qualities, while the quality of teaching and learning, feedback and staff: student relationships were highly rated by staff and students. Students, while positive about the methods of teaching and learning used, expressed uncertainty about whether they were receiving a high-quality education. Higher education institutions and academic staff must articulate the value of the academic offer more clearly to their students.

Donald, William E.; Baruch, Yehuda; Ashleigh, Melanie (2019):

The undergraduate self-perception of employability. Human capital, careers advice, and career ownership.

In: *Studies in Higher Education* 44 (4), S. 599–614. DOI: 10.1080/03075079.2017.1387107.

Abstract:

This study focuses on the undergraduate self-perception of employability. We aimed to explore the impact of human capital, which incorporates social capital, cultural capital, psychological capital, scholastic capital, market-value capital, and skills. We also examined the role of careers advice and career ownership (protean career). Additionally, moderators of gender, degree subject, and year of study offer further contribution. Running a two-wave study (Model I) and a cross-sectional study (Model II) of undergraduates at a UK university, our findings draw on 387 students. Findings indicate that human capital, careers advice, and career ownership are important components of self-perceived employability. The study advances human capital theory and contemporary career theory at the transition from higher education into the labour market. Through advancing understanding of the undergraduate self-perception of employability, all stakeholders may benefit, via better-informed strategies for preparing, attracting, hiring, and retaining graduates.

Dumitru, Daniela (2019):

Creating meaning. The importance of Arts, Humanities and Culture for critical thinking development.

[Research Essay]. In: *Studies in Higher Education* 44 (5, SI), S. 870–879. DOI: 10.1080/03075079.2019.1586345.

Abstract:

This paper discusses the need for Arts, Humanities and Cultural Studies to be widely studied within Higher Education. Research shows that such topics are necessary for the development of critical thinking, this type of analysis being innate to these domains. In this paper, I introduce the concept of creating meaning, which I define as the link between creative thinking and critical thinking and as the first attribute of a critical thinker. Before making inferences, judgements or decisions, one must identify the framework of a problem, determine the parameters of the discussion and reflect upon assumptions. These are propaedeutic to a good discussion and are prerequisites of a good critical thinker. Arguing that creativity is not a separate process from critical thinking, I aim to demonstrate that the Arts, Humanities and Cultural Studies are the promoters of critical thinking. Because disciplines in these fields are likely to create environments that foster critical thinking and encourage the production of meaning, I argue that these necessarily belong in all curricula of Higher Education.

Dytham, Siobhan (2019):

A framework of postgraduate collaboration. Postgraduate collaborative space in a UK university.

In: *Studies in Higher Education* 44 (3), S. 446–458. DOI: 10.1080/03075079.2017.1371688.

Abstract:

A notable trend in UK universities has been the introduction of new collaborative learning spaces for postgraduate students, which provide space for students to interact with each other, study together, and collaborate. However, it is unclear what definition of 'collaboration' is driving the creation of these spaces and the types of activities expected to take place in them. This article provides an analysis of doctoral students' understandings of 'collaboration' and collaborative space. The study involves focus groups with 24 doctoral students at a UK university. From an inductive thematic analysis, a framework of four types of collaboration is constructed, and it is seen that doctoral students want elements of each of these types of collaboration to be catered for by the spaces offered at their institution. The idea of PhD 'collaboration' needs to be broadened, so that a wider array of collaborations can be provided for and fostered by universities.

Eduan, Wilson (2019):

Influence of study abroad factors on international research collaboration. Evidence from higher education academics in sub-Saharan Africa.

In: *Studies in Higher Education* 44 (4), S. 774–785. DOI: 10.1080/03075079.2017.1401060.

Abstract:

Research collaboration is an important aspect of internationalization in higher education. Doctoral study abroad is perceived as one way of building international research networks for future collaborations. The diversity of study abroad programs makes it difficult to specify factors relevant to improving outcomes. The study examined destination, depth of

the experience, duration of the program, and participant demographics to determine their association with international collaboration. A sample of faculty Curriculum Vitae for the period 2009-2014 was drawn from the archives of the Uganda National Council of Higher Education. A Longitudinal Curriculum Vitae Analysis was conducted and the numeric data analyzed using the Generalized Estimating Equation method. Results suggest destination as positively associated with outcomes. Further assessments show destination was important for faculty in the social sciences and humanities while depth of the experience is useful for faculty in the natural sciences. The outcome suggests need for caution when selecting international doctoral programs.

Enders, Jürgen; Naidoo, Rajani (2019):

Audit-market intermediaries. Doing institutional work in British research-intensive universities.

In: *Studies in Higher Education* 44 (7), S. 1290–1301. DOI: 10.1080/03075079.2018.1436536.

Abstract:

Our paper examines the rise of a new category of professional support staff whom we refer to as ‘audit-market intermediaries’ in the context of a rapidly changing regulatory and funding environment in British higher education. We explore the roles they play in articulating environmental changes in research-intensive universities related to the auditing of teaching via demands for quality assurance and the marketisation of higher education via the rise of the student as a fee-paying consumer. The qualitative data reveals the internal and external sources of legitimacy and power of the audit-market intermediaries as well their contestation. We show how these actors serve as mediators of audit and market forces undertaking institutional work by translating, amplifying or buffering-related pressures within the university; and point at the relevance of the specific organisational context for understanding differing patterns of their institutional work.

Erikson, Martin G.; Erikson, Malgorzata (2019):

Learning outcomes and critical thinking. Good intentions in conflict.

In: *Studies in Higher Education* 44 (12), S. 2293–2303. DOI: 10.1080/03075079.2018.1486813.

Abstract:

The notion of critical thinking and its theoretical complexity are used as a case for an epistemological critique of the model of intended learning outcomes. The conclusion is that three problems of learning outcomes, previously discussed in the literature, become even more challenging when seen in the light of critical thinking. The first problem concerns interpretations, as the use of learning outcomes is dependent on advanced but implicit interpretative frameworks. The second is the problem of educational goals that cannot be expressed through learning outcomes, and the third is the risk that learning outcomes may establish a ceiling for student ambitions. It is argued that the example of critical thinking shows the seriousness of the epistemological critique of learning outcomes and how the use of learning outcomes can divert teachers’ and students’ attention away from important goals.

Espinoza, Oscar; Eduardo Gonzalez, Luis; McGinn, Noel; Castillo, Dante; Sandoval, Luis (2019):

Factors that affect post-graduation satisfaction of Chilean university students.

In: *Studies in Higher Education* 44 (6), S. 1023–1038. DOI: 10.1080/03075079.2017.1407306.

Abstract:

Universities’ reputations are built in part on graduates’ assessments of the quality of education they received. What do these assessments tell us? Are graduates’ judgments of quality based on their experiences as students or on their later job satisfaction, that is, on process or on outcomes? The objective of this study was to assess the extent to which Chilean university graduates’ satisfaction with their professional training is associated with experiences during the degree program they pursued, employment experiences including salary level, or the prestige level or image of the university they attended. Survey questionnaires were used to collect data from recent graduates of professional programs in Primary-Secondary Teaching and Psychology in three universities that differ in prestige. A linear regression model shows that graduates’ satisfaction with their degree program is a joint function of family background, program quality and university image, but not salary once graduated.

Esterhazy, Rachelle; Damsa, Crina (2019):

Unpacking the feedback process. An analysis of undergraduate students' interactional meaning-making of feedback comments.

In: *Studies in Higher Education* 44 (2), S. 260–274. DOI: 10.1080/03075079.2017.1359249.

Abstract:

In light of a growing emphasis on student-centred learning approaches, feedback is viewed as an activity that has potential to facilitate higher education students' explorations of knowledge contents and practices. However, research shows that feedback does not always lead to the expected student engagement. This qualitative study proposes a feedback conceptualization informed by sociocultural notions, in which students co-construct meaning from the teacher's feedback comments through interaction over time, with each other, the teacher, and relevant resources. Based on an in-depth analysis of undergraduate biology students' discussions of feedback comments, we found that the feedback process takes the form of a meaning-making trajectory students move along by orienting towards and elaborating on both task-specific and general-knowledge content. Thereby, we contribute to a better understanding of what constitutes feedback processes viewed from an interactional perspective and generate knowledge on how to tailor our feedback practices to better address the students' needs.

Fandos-Herrera, Carmina; Jimenez-Martinez, Julio; Orus, Carlos; Miguel Pina, Jose (2019):

Introducing the discussant role to stimulate debate in the classroom. Effects on interactivity, learning outcomes, satisfaction and attitudes.

In: *Studies in Higher Education* 44 (2), S. 380–396. DOI: 10.1080/03075079.2017.1366437.

Abstract:

Debates can help students to acquire cross-curricular competencies and improve their learning. However, their use in higher education is scarce and students' acceptance is low. Considering the effectiveness of discussants in scientific conferences, this research introduces the discussant role as a teaching tool to revitalise debate in the classroom. We propose and test a model to analyse the effects of this activity on three important aspects of learning (interactivity, learning outcomes and satisfaction). We examine how these variables determine students' attitudes towards the two roles that can be adopted in the activity (discussant or discussed) and their overall evaluation. We test the model regarding students' expectations and perceptions in the aftermath of the activity. Results show significant relationships between interactivity, learning and satisfaction. Moreover, the three factors strongly determine attitudes and overall evaluation of the activity. Differences before and after experiencing the activity are also found.

Feiz, Davood; Soltani, Mahdi Dehghani; Farsizadeh, Hossein (2019):

The effect of knowledge sharing on the psychological empowerment in higher education mediated by organizational memory.

In: *Studies in Higher Education* 44 (1), S. 3–19. DOI: 10.1080/03075079.2017.1328595.

Abstract:

The purpose of current research is to study the effect of knowledge sharing on the psychological empowerment of faculty members considering the intermediary (mediating) role of organizational memory in Semnan University. To study research variables, three standard questionnaires were distributed among 334 faculty members of the studied sample. Structural equation modeling has been used to test the hypotheses. Results show a meaningful effect between knowledge sharing and empowerment. They also show that organizational memory plays an intermediary role in affecting knowledge sharing over empowerment of faculty members. The important message for Semnan University is creation of strong cultural academic in accepting organizational memory and participating in the process of its creation and its implantation in forms of systems that facilitates the process of sharing knowledge by faculty members. Also, the empirical findings of this study will develop the literature on knowledge sharing, empowerment and organizational memory in higher education institutions.

Ferrante, Francesco; Federici, Daniela; Parisi, Valentino (2019):

The entrepreneurial engagement of Italian university students. Some insights from a population-based survey.

In: *Studies in Higher Education* 44 (11), S. 1813–1836. DOI: 10.1080/03075079.2018.1458223.

Abstract:

Start-ups founded by university students and graduates play a substantial role in bringing new knowledge to the market and in employment creation, a role that appears to be even more important than that played by the typical technology transfer activities carried out by universities. We use a population-based approach to explore entrepreneurship among 61,115 graduate alumni of 64 Italian universities. In order to assess the potential supply of highly educated entrepreneurs, we develop a novel empirical approach to analyse engagement in entrepreneurship, based on the idea that entrepreneurship is a process that begins with intention and ends in action. We find that the share of intentional entrepreneurs, among recent cohorts of graduates in Italy, is large in comparison to the small share of actual entrepreneurs detected five years after graduation. We discuss which barriers may deter intentional entrepreneurs from being engaged in entrepreneurship and how universities can trigger the entrepreneurial process and close the gap between entrepreneurial intentions and action.

Findlay, Jeanette; Hermannsson, Kristinn (2019):

Social origin and the financial feasibility of going to university. The role of wage penalties and availability of funding.

In: *Studies in Higher Education* 44 (11), S. 2025–2040. DOI: 10.1080/03075079.2018.1488160.

Abstract:

The evidence on why students from lower social origin are persistently underrepresented in higher education (HE) suggests social, educational and economic factors all play a role. We concentrate on the influence of monetary costs/benefits and how these are influenced by social origin. In particular, we consider the effect of a class-based wage penalty in the labour market and, using evidence from a large-scale survey of Scottish students, we show how the greater financial constraints facing working-class students affects the incentive to participate in HE. Using a simple model of human capital investment, the low rate of working-class participation in HE is shown to be consistent with rational behaviour, i.e. weighing the monetary costs and benefits, participating in HE is a less attractive investment proposition for some students. We conduct simulations which suggest this could be mitigated by generous income-contingent support.

Fuller, Daniel; Beynon, Malcolm; Pickernell, David (2019):

Indexing third stream activities in UK universities. Exploring the entrepreneurial/enterprising university.

In: *Studies in Higher Education* 44 (1), S. 86–110. DOI: 10.1080/03075079.2017.1339029.

Abstract:

Third Stream Activity (TSA) is increasingly important to UK universities and the wider economy, through innovation and entrepreneurship. Using data from the 2009/2010 UK Higher Education Business and Community Interaction Survey, this study investigates UK universities' TSA. Through considering the data in original and logged forms, two interpretations of TSA are investigated, in relation to entrepreneurial and enterprising university concepts. Using principle component analysis (PCA) on both data forms, four factors relating to universities' TSA are identified. A nascent indexing approach is employed to create sub-indexes using the identified factors, weight aggregated to produce final TSA indexes (one for each form of the data). Comparisons are then made between rankings of universities using the two versions of TSA index, and sub-indexes, illustrating differences utilising the entrepreneurial and enterprising university concepts. Important questions are raised for future government policy in terms of promoting interventions that drive towards different TSA types.

George, Casey E.; Castro, Erin L.; Rincon, Blanca (2019):

Investigating the origins of STEM intervention programs. An isomorphic analysis.

In: *Studies in Higher Education* 44 (9), S. 1645–1661. DOI: 10.1080/03075079.2018.1458224.

Abstract:

In recent decades, efforts to diversify Science, Technology, Engineering, and Mathematics (STEM) fields have relied on a variety of recruitment and retention programs designed to improve access and outcomes of traditionally underrepresented populations. Examining how such programs emerge within institutions of higher education in the United States - including original motivations, sources of funding, and institutional agents involved in the development and stages of implementation of the program - reveals a lack of strategic and systematic approach to diversifying these fields. Drawing on interviews with administrators representing nearly 40 STEM intervention programs at 10 universities in the United States, this study examines program origins through the lens of institutional isomorphism. The analyses provide evidence of mimetic and coercive isomorphism, and little evidence of strategic decision-making and resource allocation.

Goldner, Limor; Golan, Daphna (2019):

What is meaningful civic engagement for students? Recollections of Jewish and Palestinian graduates in Israel.

In: *Studies in Higher Education* 44 (11), S. 1945–1959. DOI: 10.1080/03075079.2018.1471673.

Abstract:

The current study identified factors contributing to the long-term perception of meaningful civic engagement in a sample of Israelis involved in extra-curricular civic-engagement programs as students. Using a qualitative research method supported by quantitative analyses, we found that five to 10 years after completing higher education, most perceived their civic engagement positively. Nevertheless, it was not necessarily perceived as a personal transformative experience which led to future civic engagement. Three major factors that contributed to the establishment of a meaningful experience which lead to long-term commitment were identified: (1) Conceptualizing personal development as embedded in the socio-political context; (2) Experiencing peer-group civic engagement as a place for self-reflection, support, and meaning; (3) Continuity and a sufficient duration of civic engagement to generate a change in the community. Palestinian citizens of Israel reported that civic engagement was more meaningful than Jewish students, who constitute the majority in Israel.

Grobler, Anton; van Rensburg, Mari Jansen (2019):

Organisational climate, person organisation fit and turn over intention. A generational perspective within a South African Higher Education Institution.

In: *Studies in Higher Education* 44 (11), S. 2053–2065. DOI: 10.1080/03075079.2018.1492533.

Abstract:

A 'new' workplace landscape in the higher education sector leads to employees questioning their fit within the current organisation. This paper presents the findings of an organisational climate study within a South African Higher Education Institution and highlights multi-generational perspectives. The theoretical contribution of this paper is a confirmation of the multi-level as well as the interactionistic nature of the macro (organisational climate), the meso (P?O fit) and micro (turnover intention) variables, as impacted on by the differences between the generational categories. Findings suggest that when thinking of leaving the employ of the university, Generation X considers the congruence between the demands of the job and compensation whereas Generation Y and Baby Boomers consider complementary fit and treatment by the direct manager as instrumental. The study is concluded with practical recommendations to reduce employees' turnover intention to ensure a productive and effective workforce.

Hansmann, Ralph; Joedicke, Almut; Braendle, Urs; Guhl, Doris; Frischknecht, Peter (2019):

How the Bologna reform influenced learning outcomes. Analysis of perceived qualifications and professional requirements of environmental sciences graduates.

In: *Studies in Higher Education* 44 (6), S. 1004–1022. DOI: 10.1080/03075079.2017.1405255.

Abstract:

In the context of the Bologna reform, the Environmental Sciences programme at ETH Zurich was transformed from a Diploma to a Master's degree programme. In a comparative secondary analysis of graduate surveys of the last homogeneous cohort of Diploma graduates (N = 85) and two Master's cohorts after the reform (N = 108), this study investigated the qualifications required by graduates in their professional activities and matched them with the level of qualification acquired at university. It concluded that graduates' general skills meet professional requirements better after the reform. However, for two out of five domain-specific skills (knowledge of legal aspects, interdisciplinary knowledge) ratings of skill acquisition declined significantly. Nonetheless, Master's graduates showed a slight or substantial knowledge and skills advantage for seven of the eight skills of the programme's qualification profile that were addressed in the survey. The basic quality of the sustainability oriented programme has thus been maintained.

Harper, Rowena; Bretag, Tracey; Ellis, Cath; Newton, Philip; Rozenberg, Pearl; Saddiqui, Sonia; van Haeringen, Karen (2019):

Contract cheating. A survey of Australian university staff.

In: *Studies in Higher Education* 44 (11), S. 1857–1873. DOI: 10.1080/03075079.2018.1462789.

Abstract:

If media reports are to be believed, Australian universities are facing a significant and growing problem of students outsourcing their assessment to third parties, a behaviour commonly known as 'contract cheating'. Teaching staff are integral to preventing and managing this emerging form of cheating, yet there has been little evidence-based research to inform changes to their practice. This paper reports on the findings of a large-scale survey of teaching staff in Australian universities on the topic of contract cheating. It investigated staff experiences with and attitudes towards student cheating, and their views on the individual, contextual and organisational factors that inhibit or support efforts to minimise it. Findings indicate that contract cheating could be addressed by improving key aspects of the teaching and learning environment, including the relationships between students and staff. Such improvements are likely to minimise cheating, and also improve detection when cheating occurs.

Harris, Candice; Myers, Barbara; Ravenswood, Katherine (2019):

Academic careers and parenting. Identity, performance and surveillance.

In: *Studies in Higher Education* 44 (4), S. 708–718. DOI: 10.1080/03075079.2017.1396584.

Abstract:

This paper explores the experiences and perceptions of parent academics and their colleagues, and argues that in the absence of institutional support and guidance, self and peer assessment of academic identity in relation to performance becomes a measure against which academics assess their own academic careers and the academic careers of others. The context of the study is contemporary neoliberal academia in which competition is encouraged, driving individuals to actively self-manage their own academic careers. In-depth interviews were conducted with 32 senior lecturers and associate professors, both parents and non-parents. Three distinct social identity groups were found among the participants: those who placed parenthood ahead of their career; parents who performed 'despite' their children, and a third group of 'surveillers' of other academic parents and their careers. Perceptions of parenthood as detrimental to academic careers was enforced through these identity groups, particularly the 'surveillance' of academic parents by their colleagues.

Harris, W. Edwin; Langan, Anthony Mark; Barrett, Neil; Jack, Kirsten; Wibberley, Christopher; Hamshire, Claire (2019):

A case for using both direct and indirect benchmarking to compare university performance metrics.

In: *Studies in Higher Education* 44 (12), S. 2281–2292. DOI: 10.1080/03075079.2018.1490893.

Abstract:

Benchmarking is used in higher education as a means to improve and compare performance. Comparative metric benchmarks may take two forms, based on direct standardization (DS) or indirect standardization (IS). DS can be used to measure variation in performance between institutions, controlling for intrinsic differences at each institution (e.g. controlling for differences in student typologies). IS can be used to measure variation in performance between institutions, compared to average performance overall. Typically, IS has been used to moderate educational output metrics, such as student qualification and satisfaction. We contrast the two approaches with an example dataset for three years of nursing student completion rates from nine institutions. Profiles of benchmarks and actual performance indicated that both approaches provide valuable and different perspectives to comparisons of institutional performance. We discuss the potential merits to stakeholders of each approach and conclude that decision-making can be best informed using both benchmark methods.

Heffernan, Troy; Morrison, Dave; Magne, Polly; Payne, Simon; Cotton, Debby (2019):

Internalising internationalisation. Views of internationalisation of the curriculum among non-mobile home students.

In: *Studies in Higher Education* 44 (12), S. 2359–2373. DOI: 10.1080/03075079.2018.1499716.

Abstract:

There is considerable literature on internationalising the curriculum in higher education, but relatively little of this focuses on developing international perspectives in home-based students. In particular, there has been limited direct engagement with student views and understandings, especially comparatively across a wide range of subjects. To address this gap, we surveyed 495 first-year students in nine subjects across four faculties at a UK university, asking about their views on internationalisation. We also examined an apparent bias in the literature towards Business subject case studies. We found some support for generic approaches to teaching internationalisation for home students, but a more widespread sense of the need for subject-based contextualisation. We also found that experiential learning models favoured in the Business-centric literature do not match the needs of students more widely.

Horn, Aaron S.; Horner, Olena G.; Lee, Giljae (2019):

Measuring the effectiveness of two-year colleges. A comparison of raw and value-added performance indicators.

In: *Studies in Higher Education* 44 (1), S. 151–169. DOI: 10.1080/03075079.2017.1349741.

Abstract:

Researchers in higher education frequently evaluate institutional effectiveness as the difference between an actual and predicted graduation rate, but little is known about whether such a method is reliable or valid. This study examines the measurement properties of effectiveness scores derived from regression residuals for community colleges in the United States ($n = 875$). The test–retest reliability of the resulting effectiveness measure over two consecutive years was acceptable to good ($r = .63$ to $.72$). A test of convergent validity indicated that effectiveness scores were positively associated with students' perceptions of a supportive campus environment ($r = .26$). A test of discriminant validity revealed relatively small correlations between effectiveness scores and institutional attributes, such as the percent of low-income students ($r = -.01$). The results support the use of effectiveness scores as a complementary performance indicator for community colleges to better articulate the value added to the student experience.

Hosier, Maeve; Hoolash, Bheshaj Kumar Ashley (2019):

The effect of methodological variations on university rankings and associated decision-making and policy.

In: *Studies in Higher Education* 44 (1), S. 201–214. DOI: 10.1080/03075079.2017.1356282.

Abstract:

This paper explores the effect of methodological choice on global Higher Education Institutions' (HEI) rankings, and the effect of choices regarding League Table and Ranking Systems (LTRSs) upon decision-making and policy. LTRs are identified as heuristics to aid decision-making about HEIs. The paper examines the methodological choices commonly made within 'rankology'. It describes the methodologies used in six popular LTRs and the manner in which the ranking formulae were constructed. An analysis of the ranking of global HEIs by the six LTRs for 2015 revealed that whilst there was a degree of agreement across these LTRs regarding the ranking of two 'elite' institutions, the level of agreement across the LTRs rapidly broke down as one progressed to consider institutions further down the ranking order. The study shows that the use of LTRs to aid decisions is highly sensitive to one's choice of LTRs.

Hughes, Tim; Webber, Don; O'Regan, Nicholas (2019):

Achieving wider impact in business and management. Analysing the case studies from REF 2014.

In: *Studies in Higher Education* 44 (4), S. 628–642. DOI: 10.1080/03075079.2017.1393059.

Abstract:

Universities, across the globe, are increasingly judged on social and economic impact. An important initiative in the UK is the Research Excellence Framework (REF) 2014, which assessed the wider impact of university research. The Impact Case Studies, produced for REF 2014, provide a rich new source of information to explore the wider impact of Business and Management (B&M) research. Each B&M case study, from a structured sample of 194, was read and analysed for this paper. The detailed findings show significant differences between sub-disciplines in demonstrating impact and illustrate why some research reaches a wider audience. The findings show a relatively low level of Mode 2 knowledge production, but a wide range of levels and types of engagement with research users across disciplines. The implications of the findings are discussed in relation to building a more nuanced theory on modes of knowledge production and in relation to policy and academic practice.

Hurst, Allison L. (2019):

'Class and Gender as predictors of study abroad participation among US liberal arts college Students'.

In: *Studies in Higher Education* 44 (7), S. 1241–1255. DOI: 10.1080/03075079.2018.1428948.

Abstract:

This paper explores one of the enduring small mysteries of student life – why do women participate in study abroad programs more than men? To answer this question, original data collected from seniors and recent graduates of a sample of liberal arts colleges in the US were analyzed. Results show an intractable gender gap persisting, even after common explanatory factors are explored, although these factors also point to the problem as one of gender and class, not gender per se. It concludes with a discussion of the meaning of cultural enrichment and venturing away from home for elite college women (elite women's venture capital), and a call for future studies that pay attention to the ways race, gender, and class intersect to produce particular meanings of study abroad participation.

Ingleby, Ewan (2019):

It does more than it says on the tin! Problematising higher education in further education in England.

In: *Studies in Higher Education* 44 (1), S. 20–30. DOI: 10.1080/03075079.2017.1333491.

Abstract:

This paper is about HE in FE (higher education in further education) in England. The content reflects on the nature of this form of higher education by presenting research findings from a qualitative inductive research study. The policy-makers ideally wish to see higher education leading to vocational expertise and employability. The research has explored whether or not the perceptions of the policy-makers are shared by selected academics and students. The research findings reveal that although some of the participants reflect some of the views of the policy-makers, other interpretations of HE in FE are present that differ from the policy documents. The paper interprets this educational context according to a theoretical framework that is based on interpreting theories of literacy as social practice. This enables the content to make an original contribution in knowledge to an under-researched form of higher education in England.

Jacob, Barbara; Hofmann, Florian; Stephan, Melanie; Fuchs, Katharina; Markus, Stefan; Glaeser-Zikuda, Michaela (2019):

Students' achievement emotions in university courses. Does the teaching approach matter?

In: *Studies in Higher Education* 44 (10, SI), S. 1768–1780. DOI: 10.1080/03075079.2019.1665324.

Abstract:

Students' achievement emotions have an impact on learning and academic success. Therefore research on learning and teaching in higher education should not only focus on cognitive outcomes but on students' emotions, as well. The aim of our quasi-experimental study was to analyze students' achievement emotions based on the control-value approach in different instructional settings. An intervention was carried out with two teachers and 217 students referring to self-determination theory. We tested the influence of a student-oriented versus a teacher-centered approach on students' experience of self-determination and their achievement emotions. The results show a generally high level of students' positive achievement emotions. As expected, more autonomy and participation are experienced in student-oriented settings, but not more positive and less negative emotions than in teacher-centered settings. Main quantitative results are being discussed in terms of theoretical and methodological implications.

Jansson, Maria; Carle, Jan; Gunnarsson, Andreas; Ekbrand, Hans (2019):

How experience affects assessment. A longitudinal study of assessment of university students' essays.

In: *Studies in Higher Education* 44 (4), S. 719–732. DOI: 10.1080/03075079.2017.1398227.

Abstract:

The study shows how experience changes the way examiners assess students' essays. Using a large number of written assessments, 192 examiners were followed over a period of five years, and the contents of their assessments were analysed both quantitatively and qualitatively. Multilevel regression analysis revealed that, with experience, examiners tended to make more positive remarks and provide more instructions. Qualitative analysis of the assessments showed that, with experience, some examiners tended to use less menu-marking and write more freely, providing instructions for the students rather than limiting themselves to evaluative text only. The assumption that it would be harder to govern examiners with more experience found no support in our study.

Jarvenoja, Hanna; Naykki, Piia; Tormanen, Tiina (2019):

Emotional regulation in collaborative learning. When do higher education students activate group level regulation in the face of challenges?

In: *Studies in Higher Education* 44 (10, SI), S. 1747–1757. DOI: 10.1080/03075079.2019.1665318.

Abstract:

This study focuses on emotion regulation in the challenging situation of collaborative learning. The aim is to explore what type of challenges trigger group-level emotion regulation and what kind of co- and socially shared emotion regulation strategies emerge in relation to these challenges. The participants are 62 higher education students, who collaborated in groups during a six-week mathematics course. The data consist of 87h of video-recorded learning sessions. In the analysis,

first, the challenges emerging during collaborative learning were located. Second, co- and socially shared emotion regulation activated in the face of challenges were traced and the related emotion regulation strategies were classified. The results provide evidence about the collaborative groups' emotion regulation, highlighting that group-level emotion regulation can be activated in relation to different types of challenges. The results also revealed four different types of strategies which the group members used to manifest emotion regulation.

Jeanes, Emma; Loacker, Bernadette; Sliwa, Martyna (2019):

Complexities, challenges and implications of collaborative work within a regime of performance measurement. The case of management and organisation studies.

In: *Studies in Higher Education* 44 (9), S. 1539–1553. DOI: 10.1080/03075079.2018.1453793.

Abstract:

The current demands on higher education institutions (HEIs) to become more efficient and effective have led to increasing performance pressures on researchers, and consequently on the practices and outcomes of researcher collaborations. In this paper, based on a qualitative study of collaborative experiences of management and organisation studies scholars, we explore the complexities and challenges of researcher collaborations under the current regime of academic performance measurement. Our study suggests that researcher collaborations are underpinned by four main rationalities: traditional-hierarchical, strategic-instrumental, scholarly-professional and relationship-orientated. We find that strategic-instrumental rationalities are the most prevalent and typically infuse other rationalities. Our research demonstrates that there are potential adverse consequences for the quality and purpose of outputs, the effects on collegial relationships and risks of exploitation and reinvoked hierarchies in collaborative relationships. The study reveals some of the problematic implications for academics and HEIs that emerge as a consequence of research productivity measurement.

Jean-Francois, Emmanuel (2019):

Exploring the perceptions of campus climate and integration strategies used by international students in a US university campus.

In: *Studies in Higher Education* 44 (6), S. 1069–1085. DOI: 10.1080/03075079.2017.1416461.

Abstract:

This study explored the perceptions of a US university campus climate by international students and analyzed strategies that they used to socially and academically integrate their campuses. The sample consisted of international students who have at least completed two years of their college education. Individual interviews and focus group were used for data collection. A combination of content analysis and constant comparison method were used to analyze the data. The study revealed that self-determination has influenced the intercultural strategies of integration used by international students on a US university campus. The study includes recommendations for student services personnel to help international students' social and academic integration beyond the first two years in college.

Jokhan, Anjeela; Sharma, Bibhya; Singh, Shaveen (2019):

Early warning system as a predictor for student performance in higher education blended courses.

In: *Studies in Higher Education* 44 (11), S. 1900–1911. DOI: 10.1080/03075079.2018.1466872.

Abstract:

Early warning systems are being used to assist students in their studies as well as understanding student behaviour and performance better. A home-grown EWS plug-in for Moodle was used to predict the student performance in a first year IT literacy course at University of the South Pacific. The alert tool was designed to capture student logins, completion of online activities and online engagement. Data were captured from Moodle and statistical modelling using the regression model was used to determine any correlation between student's online behaviour and their performance. Student performance in this higher education course could be predicted based on their average logins per week and the average completion rates of activities. The accuracy of the model was 60.8%. Hence the EWS can be a very useful tool to measure

student progression in a course as well as identifying underperforming students early in their course of allowing for early intervention.

Kaynardag, Aynur Yurekli (2019):

Pedagogy in HE. Does it matter?

In: *Studies in Higher Education* 44 (1), S. 111–119. DOI: 10.1080/03075079.2017.1340444.

Abstract:

Pedagogical competencies of instructors play a crucial role in improving the quality of the teaching and learning in higher education institutions. However, in many countries worldwide, pedagogical training is not a requirement for being an instructor at a university [Postareff, L., S. Lindblom-Ylänne, and A. Nevgi. 2007. "The Effect of Pedagogical Training on Teaching in Higher Education." *Teaching and Teacher Education* 23: 557–71; Badley, G. 2000. "Developing Globally-Competent University Teachers." *Innovations in Education and Training International* 37 (3): 244–53]. This study explores how pedagogical competencies of instructors affect the perceptions of students by focusing on three key dimensions of classroom pedagogy; namely delivery (provision of content and facilitation), communication and assessment. The results of the scale administered to a total of 1083 university students suggests that there are meaningful differences in terms of students' perceptions regarding their instructors' pedagogical competencies. The greatest difference is reflected in the ratings of items related to the communication dimension.

Koshy, Paul; Dockery, Alfred Michael; Seymour, Richard (2019):

Parental expectations for young people's participation in higher education in Australia.

In: *Studies in Higher Education* 44 (2), S. 302–317. DOI: 10.1080/03075079.2017.1363730.

Abstract:

This paper examines factors affecting parental expectations of higher education prospects for their children using Australian household survey data. We find that a variety of factors influence parental expectations, of which parents' assessment of their children's academic performance is the strongest. Factors known to impact upon actual higher education participation, such as parental education and remoteness, are already evident in parental expectations, but with limited evidence of expectations being shaped by financial constraints. We also find evidence of a 'same gender' effect, with mothers exhibiting higher expectations for higher education for their daughters. This may be in part due to significantly lower expectations held by fathers with sub-bachelor qualifications. These factors contribute to higher expectations overall for girls entering university. The research points to the importance of interventions commencing in early childhood, and accounting for key household background characteristics when designing, implementing and evaluating programmes for widening participation in higher education.

Kreber, Carolin (2019):

The idea of a 'decent profession'. Implications for professional education.

In: *Studies in Higher Education* 44 (4), S. 696–707. DOI: 10.1080/03075079.2017.1395405.

Abstract:

Recent years have witnessed a surge of studies examining the scope of professional responsibility. Building on these efforts, this conceptual inquiry explores whether Nussbaum's notion of a 'decent society', grounded in the premises of equal respect for persons and different conceptions of the good, and thus aspiring to afford all its members a threshold of capabilities that allow for a good life, could usefully inform the idea of a 'decent profession' and professionals' role in contributing to social justice. The first aim is to develop a theory-based rationale for the claim that a 'decent profession' strives for capability expansion, thereby identifying capability expansion as a professional ideal. The second aim is to outline how this ideal may be promoted in professional degree programmes drawing on Nussbaum's twofold argument that our rational ideals require appropriate emotions to be sustained and that these 'stabilising emotions' can be cultivated through art and symbols.

Kumar, Swapna; Johnson, Melissa (2019):

Online mentoring of dissertations. The role of structure and support.

In: *Studies in Higher Education* 44 (1), S. 59–71. DOI: 10.1080/03075079.2017.1337736.

Abstract:

This study focused on the mentoring experiences of 10 faculty members during the dissertation stage of two online professional doctoral programs. Interview data provided insight into the strategies used by the professors in the areas of virtual communication, research design and dissertation development, and psychosocial support, and the challenges they faced during the online mentoring of dissertations. The findings emphasize the importance of structure and scaffolds both in research education and in interactions in the online environment, due to the absence of opportunities for research apprenticeship and on-campus mentoring.

Lalley, Christopher; Houston, John; Gasteen, Anne (2019):

Gender disparities in horizontal mismatch penalties. An examination of professional' degrees in the UK (2007-2015).

In: *Studies in Higher Education* 44 (12), S. 2265–2280. DOI: 10.1080/03075079.2018.1485145.

Abstract:

We quantify the returns to higher education for degree disciplines, namely 'professional' degrees, Medicine/Dentistry, Law, Accountancy and Psychology, within the UK from 2007 to 2015. We estimate the returns to education in the form of employment and wage premia associated with each subject. Our analysis contributes to the existing literature on the topic of horizontal mismatch by estimating the wage premia in different occupational settings and identifying the penalty associated with horizontal mismatch in each field, and relative to all other graduates. We identify how wage premia vary between employment outcomes when individuals with professional degrees are employed inside, as opposed to outside, their professional sector. A distinct difference in mismatch penalties between male and female graduates was found. Male mismatch penalties are isolated to law graduates, while female mismatch penalties appear, and persist within all fields across the duration of a female graduate's career.

Lavigne, Eric (2019):

The collegial and managerial roles and qualifications of Canadian university deans.

In: *Studies in Higher Education* 44 (12), S. 2304–2317. DOI: 10.1080/03075079.2018.1496409.

Abstract:

Universities in most countries have become more managerial, but in different ways, for different reasons, and with different results. This article explores the collegial and managerial roles and qualifications of Canadian university deans. The study analysed 223 job advertisements published between 2011 and 2015. The analysis distinguishes between university types, faculty types, and recruiting firms. Overall, Canadian university deans' roles and qualifications present a balanced combination of collegial and managerial depictions, though they remain solidly anchored in collegiality by their academic requirements. Of note, the type of university, the type of faculty, but also the recruitment firm selected for the search shape how deans' roles and qualifications are prioritized.

Leane, Elizabeth; Fletcher, Lisa; Garg, Saurabh (2019):

Co-authorship trends in English literary studies, 1995-2015.

In: *Studies in Higher Education* 44 (4), S. 786–798. DOI: 10.1080/03075079.2017.1405256.

Abstract:

Of all disciplines, literary studies has the most entrenched model of academic authorship – the sole author – yet the discipline rarely reflects critically on the implications of this model. This article offers a starting point by reporting on a study designed to analyse recent co-authorship trends within literary studies. It provides the large-scale data mining

necessary for a longitudinal analysis. Using systematic sampling at five-year intervals between 1995 and 2015, the article examines 51,192 articles listed in the Modern Language Association International Bibliography to determine co-authorship rates in literary studies. The article shows that co-authorship is atypical, at an overall average of just over 4%. There is, however, evidence that co-authorship is becoming more common in the discipline, particularly since 2010. This article canvasses some possible reasons for this increase and concludes that academics in literary studies need to begin explicitly addressing co-authorship traditions and practices in their discipline.

Lee, Chelsey; Wong, Jennifer S. (2019):

A safe place to learn? Examining sexual assault policies at Canadian public universities.

In: *Studies in Higher Education* 44 (3), S. 432–445. DOI: 10.1080/03075079.2017.1371687.

Abstract:

Sexual assault on university campuses is a pervasive problem that affects approximately 25% of female students and has wide-reaching negative outcomes [DeKeseredy, W., and K. Kelly. 1993. 'The Incidence and Prevalence of Woman Abuse in Canadian University and College Dating Relationships.' *The Canadian Journal of Sociology* 18 (2): 137–59; Krebs, C. P., C. H. Lindquist, T. D. Warner, B. S. Fisher, and S. L. Martin. 2009. 'College Women's Experiences with Physically Forced, Alcohol- or Other Drug Enabled, and Drug-Facilitated Sexual Assault Before and Since Entering College.' *Journal of American College Health* 57 (6): 639–49]. It is important that universities develop and implement comprehensive policies and procedures to address this complex issue. This research explores sexual assault-related policies (N = 119) at all public universities in Canada (N = 72). We examine four elements suggesting comprehensiveness of a university's sexual assault response (policy comprehensiveness, availability of campus support resources, and sexual assault information webpage presence and comprehensiveness), and test whether these elements are related to various institutional features. Results show significant differences related to university characteristics across the measures of comprehensiveness, and indicate a need for increased focus at the institutional level to ensure that policies are sufficiently comprehensive to handle the complexities that arise in sexual assault cases.

Lee, Nicolette; Loton, Daniel (2019):

Capstone purposes across disciplines.

In: *Studies in Higher Education* 44 (1), S. 134–150. DOI: 10.1080/03075079.2017.1347155.

Abstract:

Capstones, as culminating educational experiences, are expected to meet many purposes: synthesis and application of prior learning, developing skills and attributes related to employability, and more recently, quality assurance. However, research has not yet identified a comprehensive list of capstone purposes or considered how multiple purposes are prioritised. This paper presents an analysis of ratings of importance for a series of literature-derived capstone purposes by staff involved in capstone design and delivery across disciplines (n = 216). Findings confirm the broad range of purposes reported in the literature with the addition of an affective dimension. The number of purposes rated as highly important suggests a highly pressured curriculum space. Analysis of cross-disciplinary ratings also revealed a large set of 'core' capstone purposes that are equally important across disciplines, and a smaller set that vary significantly. Results provide an empirical basis for interrogating capstone purposes and their implementation through curriculum design and delivery.

Liang, Chaoyun; Ip, Ching Yin; Wu, Shih-Chia; Law, Kris Mo Yin; Wang, Jiun-Hao; Peng, Li-Pei; Liu, Huei-Ching (2019):

Personality traits, social capital, and entrepreneurial creativity. Comparing green socioentrepreneurial intentions across Taiwan and Hong Kong.

In: *Studies in Higher Education* 44 (6), S. 1086–1102. DOI: 10.1080/03075079.2017.1418310.

Abstract:

Promoting green socioentrepreneurship is crucial for sustainable economic development in the Asia-Pacific region, particularly in highly urbanised areas such as Taiwan and Hong Kong. However, little research has focused on this topic. Therefore, we conducted two studies to analyse how personality traits, entrepreneurial creativity, and social capital affect

green socioentrepreneurial intentions among university students in Taiwan and Hong Kong. The results of Study 1 confirmed the factor structures of the four scales used in this study. The results of Study 2 revealed that though the effects of predictor variables on the outcome variable were varied, the mediation models of entrepreneurial creativity across contexts were partially supported. The major differences between Taiwan and Hong Kong lay in the effects resulting from usefulness, openness, agreeableness, conscientiousness, and bonding social capital.

Liljedahl, Matilda; Bjorck, Erik; Ponzer, Sari; Laksov, Klara Bolander (2019):

Navigating without a map. How medical students interact with clinical learning environments.

In: *Studies in Higher Education* 44 (2), S. 275–286. DOI: 10.1080/03075079.2017.1359822.

Abstract:

Through an exploration of the interdependence between workplace affordances and individual engagement, this study addressed how medical students interact with clinical learning environments (CLEs). Building on the workplace participatory practices approach outlined by Billett, CLEs can be viewed as constructed through a negotiation of meaning between the workplace and the student. Inspired by ethnography, an observational study using field observations and follow-up interviews was performed. Workplace affordances included being given a marginal status in the healthcare team which students adapted to through striving to fit into the workplace. Further, there were many potential activities available to students; however, students seemed selective in terms of what activities they elected to engage in. As such, interacting with CLEs entailed students navigating complexity without the immediate access to any explicit 'map' of workplace learning. This study indicates that workplaces increasingly need to invite and include students in the practice of workplaces.

Lindblom-Ylänne, Sari; Parpala, Anna; Postareff, Liisa (2019):

What constitutes the surface approach to learning in the light of new empirical evidence?

In: *Studies in Higher Education* 44 (12), S. 2183–2195. DOI: 10.1080/03075079.2018.1482267.

Abstract:

This study aims, firstly, to examine the nature of the surface approach to learning in today's university context, and secondly, to explore the factors that explain variations in the use of this approach. The 61 participants were studying in six Bachelor programmes representing various disciplines. These students scored above average on a surface approach scale and volunteered to be interviewed. One compulsory course was selected from each programme. Five surface approach profiles emerged showing variation from a full surface approach to a deep approach with memorisation. Despite very similar high scores on the surface approach scale, students varied in their use of surface-level processes. Thus, the inventory data did not capture the full variation in the students' use of the surface approach to learning. Rich research methods are therefore needed to better understand the nature of students' personal aims as well as their study processes and practices.

Lindvig, Katrine; Lyall, Catherine; Meagher, Laura R. (2019):

Creating interdisciplinary education within monodisciplinary structures. The art of managing interstitiality.

In: *Studies in Higher Education* 44 (2), S. 347–360. DOI: 10.1080/03075079.2017.1365358.

Abstract:

The literature on interdisciplinary higher education is influenced by two overall trends: one looks at the institutional level of specially designed interdisciplinary institutions, while the other assesses individual interdisciplinary educational activities. Much less attention is given to the processes of creating interdisciplinary education initiatives within traditional monodisciplinary universities. In this study, we thus explore how interdisciplinary education and teaching emerge and develop within universities that have little or no established infrastructure to support interdisciplinarity. Using qualitative data from a multi-part case study, we examine the development of diverse interdisciplinary educational efforts within a traditional faculty-structured university in order to map the ways in which interdisciplinary educational elements have been created, supported, challenged or even strengthened by pre-existing monodisciplinary structures. Drawing on theories

from economics, literature studies and sociology of education, we conclude that creating interdisciplinary education in such settings demands skills that we define as the 'art of managing interstitiality'.

Lorencova, Hana; Jarosova, Eva; Avgitidou, Sofia; Dimitriadou, Catherine (2019):

Critical thinking practices in teacher education programmes. A systematic review.

In: *Studies in Higher Education* 44 (5, SI), S. 844–859. DOI: 10.1080/03075079.2019.1586331.

Abstract:

Promoting students' critical thinking is an important task of Teacher Education. This is a review paper of 39 research papers regarding the critical thinking practices that are utilised in Teacher Education programmes, including instructional approaches and strategies, ways of assessment, their results, and the factors that affect their success. Both the description and the results of the studies, as well as researchers' interpretations/discussion of their findings, are content analysed based on the construction of an analysis chart. A critical analysis of the characteristics of interventions according to the results and researchers' opinions shows that a variety of factors affect their success. Thus, the personal (i.e. students' learning style and motivation), methodological (i.e. methods, tools, duration, feedback), and contextual (i.e. classroom climate, supportive initiatives) features of the intervention are important for effective CT instruction and the improvement of student teachers' CT skills and dispositions.

Louw, Jonathan (2019):

Going against the grain. Emotional labour in the face of established business school institutional logics.

In: *Studies in Higher Education* 44 (6), S. 946–959. DOI: 10.1080/03075079.2017.1405251.

Abstract:

The institutionalisation of the United Nations Principles for Responsible Management Education (PRME) in business schools involves a normatively challenging change project. Drawing on the institutional work and emotional labour literatures, this paper reports on the findings of a qualitative study into the emotional labour that underpins the practices of PRME advocates in 24 UK business schools. While acknowledging institutional gains, findings highlight the emotional consequences including exhaustion and isolation experienced when seeking to disrupt dominant sector and organisational logics. The study demonstrates the potential value for both academic change agents and supportive management of insights derived from the recent 'emotionalising' of institutional work research.

Lumby, Jacky (2019):

Leadership and power in higher education.

In: *Studies in Higher Education* 44 (9), S. 1619–1629. DOI: 10.1080/03075079.2018.1458221.

Abstract:

Power is an essential component of leadership and has many complex forms. The article explores how a sample of higher education leaders in the United Kingdom engages with and uses power. It examines how we might understand leaders' orientation to power in an environment where many disapprove of its use. The analysis suggests leaders habitually use varying forms of power, though often this is denied or obscured by a range of strategies. The purpose of this positioning in relation to power is suggested to be not mere impression management but an adaptation that enables leaders to function effectively in an environment often hostile to leadership. Nevertheless, leaders, and those responsible for their appointment and development, need to encourage greater self-awareness in order that ethical choices can be made about the use of power. Rational, psychodynamic and political perspectives are suggested to be useful tools to develop deeper reflection.

Luque Martínez, Teodoro; Doña Toledo, Luis (2019):

Yes, I can (get satisfaction). An artificial neuronal network analysis of satisfaction with a university.

In: *Studies in Higher Education* 44 (12), S. 2249–2264. DOI: 10.1080/03075079.2018.1483911.

Abstract:

The principal factors that influence satisfaction with a university are analyzed in this paper. A distinction is drawn for that purpose between the factors that intervene before, during, and after the phase of university education, at all times from a graduate perspective. A sample of 9380 interviews with graduates from three separate academic courses is prepared to achieve our objective. Artificial neuronal networks are applied, with which both categorical and continuous variables may be processed, testing different network architectures (number of layers, type of learning, and algorithm). The results indicated that the variables reflecting the quality of the education received and entry into the employment market are the variables that determine satisfaction to a greater extent and less so than the motives for their choice of university course, scientific area, demographic variables, and academic records.

Macfarlane, Bruce; Burg, Damon (2019):

Legitimation, professionalisation and accountability in higher education studies. An intergenerational story.

In: *Studies in Higher Education* 44 (3), S. 459–469. DOI: 10.1080/03075079.2017.1376640.

Abstract:

The core themes of research into higher education studies (HES) have previously been identified through quantitative approaches focused on publication patterns, but there is a lack of fine-grained, qualitative analysis about the development of the field. This paper provides an intergenerational analysis of the emergence of HES in the UK since the 1960s drawing on autobiographical accounts. It reveals that many who conduct HES research retain a strong sense of disciplinary affiliation and regard its continuing epistemological health as closely linked to maintaining open borders with other disciplines. The professionalisation of the field is regarded as a mixed blessing bringing with it challenges with respect to maintaining an accessible approach to scholarship and communication with public and policy audiences. HES provides a case example of how a new academic subfield has undergone generational challenges in, respectively, seeking legitimacy, being professionalised and most recently responding to greater demands for accountability.

Macheridis, Nikos; Paulsson, Alexander (2019):

Professionalism between profession and governance. How university teachers' professionalism shapes coordination.

In: *Studies in Higher Education* 44 (3), S. 470–485. DOI: 10.1080/03075079.2017.1378633.

Abstract:

The purpose of this article is to analyze how university teachers' professionalism shapes the coordination processes in higher education institutions (HEIs). By developing an innovative framework, which combines governance theories and theories about professionalization, we found that university teachers' roles in coordination with governance actors in HEIs follow two different logics: to comply with decisions, policies and rules; to follow their own professional attributes, interests and desires. We add to the current literature by conceptualizing these as two different processes; one of professionalism and one of governance. The professionalization process mainly concerns substantive questions about teaching and its connection to research, and it primarily takes place in collegial conversations, while the governance process concerns questions about form and procedures and emerges when rules and regulations are implemented. The two processes meet when trade unions, professional associations and accreditation institutes act as platforms or arenas for discussions.

Mampaey, Jelle; Brankovic, Jelena; Huisman, Jeroen (2019):

Inter-institutional differences in defensive stakeholder management in higher education. The case of Serbia.

In: *Studies in Higher Education* 44 (6), S. 978–989. DOI: 10.1080/03075079.2017.1405253.

Abstract:

In contemporary higher education, stakeholder management is increasingly important given the growing number and complexity of stakeholder groups. Defensive stakeholder management (DSM), defined as verbal responses of universities to stakeholder criticism, is a largely neglected topic in the higher education literature. Drawing from a combination of theoretical perspectives in the organisation science literature, we explore how three Serbian universities engage with DSM (in relation to allegations of academic misconduct). We focus on the antecedents of inter-institutional differences in responses to stakeholder criticism and its antecedents, in particular, decision-making structures and core missions. Our findings suggest that different universities do respond differently to the same type of criticism and as such this is an important contribution to the debate on DSM in higher education and beyond.

Manika, Danae; Gregory-Smith, Diana; Wells, Victoria K.; Trombetti, Emma (2019):

‘Student Switch Off!’ How do university students respond to a corporate-sponsored pro-environmental social marketing campaign?

In: *Studies in Higher Education* 44 (9), S. 1691–1706. DOI: 10.1080/03075079.2018.1474456.

Abstract:

Sponsorship in pro-environmental social marketing campaigns has received limited academic attention within a higher education (HEI) context. This study examines how multi-level variables, i.e. individual (general environmental attitudes), organisational (scepticism toward the HEI’s environmental corporate social responsibility (CSR) initiatives; perceived HEI behaviour) and campaign-related (attitudes toward the advertisement; attitudes toward the corporate sponsor) factors, influence university students’ environmental intentions in response to a corporate-sponsored environmental initiative; using mixed methods (231 surveys and 40 interviews). Questionnaires revealed that scepticism toward the HEI’s CSR initiatives led to less positive perceptions of the HEI’s environmental behaviour, which decreased positive attitudes toward the advertisement and environmental intentions. Interviews revealed that the corporate sponsor seemed to motivate environmental behavioural intentions due to product discounts related to the sponsorship. Thus, a corporate sponsor may have confounding effects on pro-environmental behaviour campaigns. This has implications for the use of sponsorship in environmental social marketing campaigns.

Marginson, Simon (2019):

Limitations of human capital theory.

In: *Studies in Higher Education* 44 (2), S. 287–301. DOI: 10.1080/03075079.2017.1359823.

Abstract:

Human capital theory assumes that education determines the marginal productivity of labour and this determines earnings. Since the 1960s, it has dominated the economics, and policy and public understanding, of relations between education and work. It has become widely assumed that intellectual formation constitutes a mode of economic capital, higher education is preparation for work, and primarily education (not social background) determines graduate outcomes. However, human capital theory fails the test of realism, due to weaknesses of method: use of a single theoretical lens and closed system modelling, inappropriate application of mathematical tools, and multi-variate analysis of interdependent variables. Human capital theory imposes a single linear pathway on the complex passage between heterogeneous education and work. It cannot explain how education augments productivity, or why salaries have become more unequal, or the role of status. These limitations are discussed with reference to research on social stratification, work, earnings and education.

Marini, Giulio (2019):

A PhD in social sciences and humanities. Impacts and mobility to get better salaries in an international comparison.

In: *Studies in Higher Education* 44 (8), S. 1332–1343. DOI: 10.1080/03075079.2018.1436537.

Abstract:

The paper analyses which conditions may predict a better salary for people who got a PhD in social sciences and humanities (SS&H) in 13 European countries. Among the controlling variables, predictors are also: change of country of residence; percentage of time spent respectively in research and managerial activities; and impacts achieved during one's PhD programme. Findings, but also policy implications both for PhD programme planners and PhD candidates, are: some specific impacts such as having advised policy-makers, having released interviews to media and having managed and coordinated projects, all predict better salaries for PhD holders in SS&H, other things being equal. To move geographically out of one's country where PhD was awarded is also a good predictor of better wages, provided PhD holders do not swap sectors after attainment of PhD.

Matthews, Kelly E.; Dwyer, Alexander; Russell, Stuart; Enright, Eimear (2019):

It is a complicated thing. Leaders' conceptions of students as partners in the neoliberal university.

In: *Studies in Higher Education* 44 (12), S. 2196–2207. DOI: 10.1080/03075079.2018.1482268.

Abstract:

Students as partners (SaP) is gaining momentum as both a practice and as a subject of analytic inquiry. This study draws on interviews to explore how formal, senior leaders responsible for teaching and learning conceptualise and imagine the implementation of SaP. While leaders saw SaP as occurring within a range of activities, the concept was typically discussed in terms of quality assurance activities, seldom conceived outside of a neoliberal discourse, and often at odds with theorising of SaP in the literature. Three, overlapping themes emerged from our analysis: (1) where partnership happens; (2) how partnership happens; and (3) benefits of partnership, which we interpreted through the lens of neoliberal rationalism. The findings have important implications for the compatibility of partnership practices with the neoliberal university and the role that formal leaders can play in shaping SaP practices.

McLean, Neil; Price, Linda (2019):

Identity formation among novice academic teachers. A longitudinal study.

In: *Studies in Higher Education* 44 (6), S. 990–1003. DOI: 10.1080/03075079.2017.1405254.

Abstract:

This study reports findings from an in-depth, longitudinal investigation of the formation of 13 novice tutors' professional identities as academic teachers. The study spanned tutors' first two years in-service, while they were also participating in a teacher development course. Discourse was analysed across 65 time-series coursework texts, completed as part of the tutors' reflection on their teaching practice. The analysis captured the use of explicit identity positioning cues by tutors across the texts. Four discreet identity positions were catalogued: academic insider, class teacher, teaching course participant and young academic. The study illustrates how these tutors developed more complex identity narratives with enriched coherence over time as they reported negotiating challenges and dissonance between initial expectations and actual teaching experiences. This finding offers explanatory support for previous research regarding the value of longer term teacher development programmes and illuminates existing theoretical models with practitioner perspectives.

Meehan, Lisa; Pacheco, Gail; Pushon, Zoe (2019):

Explaining ethnic disparities in bachelor's degree participation. Evidence from NZ.

In: *Studies in Higher Education* 44 (7), S. 1130–1152. DOI: 10.1080/03075079.2017.1419340.

Abstract:

There are substantial ethnic gaps in higher education in NZ, despite considerable policy effort aimed at this concern. This study uses newly linked administrative data to examine the underachievement of Māori and Pasifika relative to Europeans. We follow a population cohort born between 1990 and 1994 from school through to young adulthood to assess the relative contributions of prior academic performance, socioeconomic status, and parental education to these gaps. Controlling for the relevant covariates narrows the Māori-European gap, and eliminates the Pasifika-European gap in bachelor's degree participation rates. Utilising Fairlie decompositions, we find that school performance is by far the largest contributor to the ethnic gaps. Socioeconomic status and parental education are also pertinent, but less important. Our results suggest that ethnic-based policies aimed at encouraging participation are likely to have a limited effect if used in isolation, and signal the need for policy interventions earlier in the education system.

Mendzheritskaya, Julia; Hansen, Miriam (2019):

Are lecturers who show emotions perceived as understanding? How culture and teacher's display of emotion are related to students' judgments about a teacher's personality.

In: *Studies in Higher Education* 44 (10, SI), S. 1793–1802. DOI: 10.1080/03075079.2019.1665332.

Abstract:

University lecturers tend to show emotions in congruence with the cultural-educational practices with which they are familiar. As lecturers' display of emotion can affect students' learning, it is important to understand how culture influences students' perception and interpretation of their lecturers' display of emotion. In this study, we examined how a university lecturer's display of emotions while giving negative feedback to students on their achievement in different cultural-educational contexts affected students' perception of the lecturer's personality. In an online survey university students in Germany (N = 148) and Russia (N = 136) read vignettes in which lecturers gave negative feedback to students during consultation hours. The lecturer's display of emotion varied (no emotion vs. pity vs. anger) in the vignettes. The participants judged the lecturer's personality by rating 10 items regarding the lecturer's conscientiousness, cautiousness, and understanding. Students in Germany differed significantly from students in Russia in their ratings of the lecturer's conscientiousness and understanding and the students' judgment of the lecturer's personality varied significantly between the angry condition and neutral condition. Both groups of students considered the lecturer to be more conscientious, cautious, and understanding when he showed pity than when he showed no emotion or anger.

Mendzheritskaya, Julia; Hansen, Miriam (2019):

The role of emotions in higher education teaching and learning processes.

[Introduction]. In: *Studies in Higher Education* 44 (10, SI), S. 1709–1711. DOI: 10.1080/03075079.2019.1665306.

Abstract:

Higher education (HE) institutions, as places for learning and teaching, are full of emotions. Previous research has shown that emotions are important for students' learning, the quality of teaching, and the wellbeing of both teachers and students (for an overview, see Pekrun and Linnenbrink-Garcia 2014). Thus, to enhance the quality of teaching and learning processes in HE as well as the wellbeing of the actors involved, a deeper understanding is needed of the underlying emotional processes of HE teaching and learning.

Meschitti, Viviana (2019):

Can peer learning support doctoral education? Evidence from an ethnography of a research team.

In: *Studies in Higher Education* 44 (7), S. 1209–1221. DOI: 10.1080/03075079.2018.1427711.

Abstract:

This paper focuses on peer learning as a process to develop PhD students' disciplinary and scholarly skills. PhD students' experience is not usually framed in terms of peer learning, because peer learning is more often studied and applied at the undergraduate level. This contribution builds on an ethnography of a research team to show the potential of peer learning over the course of the doctorate. A socio-constructivist conceptualisation of learning, inspired by activity theory, guides the

analysis. The contribution of this paper is threefold. First, it proposes an original definition of learning that highlights process and practice, and shows how to work with it. Second, it demonstrates how peer learning unfolds in the interplay between structured and emergent types of interactions. Third, it provides scholars with insights into the conditions facilitating peer learning and stimulates debate around the initiatives that institutions can put in place to support PhD students.

Moore, Kenneth; Coates, Hamish; Croucher, Gwilym (2019):

Investigating applications of university productivity measurement models using Australian data.

In: *Studies in Higher Education* 44 (12), S. 2148–2162. DOI: 10.1080/03075079.2018.1479846.

Abstract:

The paper contributes to the growing and often controversial study of higher education productivity measurement. The paper clarifies core productivity ideas, and considers alternative models for productivity assessment. Results from these models are explored using data from Australian higher education. Findings reveal implications for the technique and the practice of higher education productivity measurement. The paper provides evidence that productivity change estimates in higher education are not robust to the choice of estimation method. The research then demonstrates how the practice of higher education productivity measurement may benefit from approaches different to conventional econometric means of estimating frontier efficiency. Focusing on the drivers of productivity change and on the value weighting of data elements in models may provide more nuanced and actionable information for stakeholders and decision-makers. The paper concludes by urging more work to advance this field.

Mulkeen, James; Abdou, Hussein A.; Leigh, Jacqueline; Ward, Paul (2019):

Degree and Higher Level Apprenticeships. An empirical investigation of stakeholder perceptions of challenges and opportunities.

In: *Studies in Higher Education* 44 (2), S. 333–346. DOI: 10.1080/03075079.2017.1365357.

Abstract:

The aim of this paper is to explore the challenges and opportunities of designing and delivering Degree and Higher Level Apprenticeships (D&HLAs) at levels 4–7 from a multi-stakeholder perspective namely employers, Universities, independent training organisations and professional bodies. Twenty-seven face-to-face interviews were undertaken and thematic content analysis was used to analyse the data. The following three themes emerged from the data analysis: programme design; programme delivery; and graduate attributes. We conclude that whilst there are increasing numbers of trailblazer groups developing higher level standards, the uptake of apprenticeships at these levels remains relatively low. Although stakeholders support the principle of D&HLAs, we identify a number of challenges and opportunities facing those who seek to successful introduction of these programmes. Our policy recommendations include the need for all stakeholders to work collaboratively to co-create a flexible system to support the validity and relevance of D&HLAs. This will include streamlining and mapping the variety of qualifications currently available in order to promote a platform for parity of both esteem and opportunity for those achieving degree qualifications through the apprenticeship route.

Nada, Cosmin I.; Araujo, Helena C. (2019):

‘When you welcome students without borders, you need a mentality without borders’ internationalisation of higher education. Evidence from Portugal.

In: *Studies in Higher Education* 44 (9), S. 1591–1604. DOI: 10.1080/03075079.2018.1458219.

Abstract:

Compared to other major players in the global market of international education, internationalisation of higher education has only recently become a relevant topic in Portugal. In line with the worldwide increase of international students, Portuguese universities are also experiencing a growing in-flow of students willing to obtain a foreign tertiary degree. Anchored in international students’ perceptions, this paper aims to understand how Portuguese universities deal with the increased diversity of their student bodies. The data result from an in-depth qualitative approach guided by the

methodological assumptions of narrative inquiry and are analysed in the light of theories of multiculturalism. The findings give an account of numerous weaknesses in the way Portuguese universities tackle diversity, suggesting that institutional structures may reinforce assimilationist and deficit views of international students. Finally, considering that universities from other 'catch-up' countries may be confronted with similar issues, some empirically based recommendations are offered.

Naeem, Ayesha; Mirza, Neelam Hanan; Ayyub, Rana Muhammad; Lodhi, Rab Nawaz (2019):

HRM practices and faculty's knowledge sharing behavior. Mediation of affective commitment and affect-based trust.

In: *Studies in Higher Education* 44 (3), S. 499–512. DOI: 10.1080/03075079.2017.1378635.

Abstract:

This study intends to empirically examine the mediating effects of affective commitment and affect-based trust on the relationship between human resource management (HRM) practices and faculty's knowledge sharing behavior. On the basis of 198 survey responses from seven public higher educational institutions of Lahore, our structural equation modeling results indicate that HRM practices play a critical role in stimulating faculty's knowledge sharing behavior. Moreover, the results of intervening variables such as affective commitment and affect-based trust also confirmed full mediation among HRM practices and faculty's knowledge sharing behavior. The practical implications for Universities HR policy makers and Head of Departments and at the end, limitations and direction for future research are also discussed. However, this study makes significant contribution in the existing literature by empirically testing how HRM practices influence faculty's knowledge sharing behavior via affective commitment and affect-based trust in Public higher education institutions of Pakistan.

Netanda, Rendani Siphos; Mamabolo, Joel; Themane, Mahlapahlapana (2019):

Do or die. Student support interventions for the survival of distance education institutions in a competitive higher education system.

In: *Studies in Higher Education* 44 (2), S. 397–414. DOI: 10.1080/03075079.2017.1378632.

Abstract:

Despite numerous supports for undergraduates, low success rate has been a growing concern in the South African university system. Guided by Moore's [1993. "Theory of Transactional Distance." In *Theoretical Principles of Distance Education*, edited by Keegan, 22–38. London: Routledge.] transactional distance theory, this mixed-methods study measured suppositions that providing support to undergraduates result in continued survival of open and distance learning (ODL) institutions and promote student success. The study wanted to develop a support framework that will reduce attrition and maximise retention and success and to enable ODL to gain 'fit' within the competitive higher education terrain. The study is significant for ODL institutions to enhance an understanding of support for undergraduates, address attrition and ensure retention. While thirty-five undergraduates completed questionnaires, module coordinators' perceptions were determined using in-depth interviews. Analysis amalgamated thematic categorisation and descriptive statistical examination. Results indicated that supports offer ODL a competitive advantage, reduced attrition, escalated retention and success rate. These results highlight the importance of support in ODL in South Africa.

Ngai, Cindy Sing Bik; Lee, Wing Man; Ng, Patrick Pak Kei; Wu, Doreen Dongying (2019):

Innovating an integrated approach to collaborative eLearning practices in higher education. The case study of a corporate communication e-platform.

In: *Studies in Higher Education* 44 (11), S. 1990–2010. DOI: 10.1080/03075079.2018.1482266.

Abstract:

Despite considerable research in the higher education literature exploring the substantial values of eLearning and collaborative learning as distinct practices, few empirical studies have yet addressed the need for an integrated approach toward implementing eLearning and collaborative learning practices in a professional education development context. This

paper documents a successful three-year project case entitled, Corpcommsynergy, which integrates eLearning and collaborative approaches in an e-platform implemented in undergraduate and postgraduate corporate communication courses at a Hong Kong university. The study employed both qualitative and quantitative content analysis methods to investigate how learners perceive this integrated approach and identified significant factors influencing their learning experience. Results suggested high feasibility and effectiveness of designing and implementing Corpcommsynergy and identified two significant factors: (1) design and facilitation of online courses; and (2) perception and participation of students affecting the effectiveness of collaborative eLearning.

Nowinski, Witold; Haddoud, Mohamed Yacine; Lancaric, Drahoslav; Egerova, Dana; Czegledi, Csilla (2019):

The impact of entrepreneurship education, entrepreneurial self-efficacy and gender on entrepreneurial intentions of university students in the Visegrad countries.

In: *Studies in Higher Education* 44 (2), S. 361–379. DOI: 10.1080/03075079.2017.1365359.

Abstract:

This paper investigates whether entrepreneurial education (EE) contributes to the entrepreneurial intentions (EI) of university students in the Visegrád countries (Czech Republic, Hungary, Poland and Slovakia). The results show several differences with regard to the impact of education and entrepreneurial self-efficacy (ESE) on entrepreneurial intentions across the four nations. The direct impact of entrepreneurship education was positive and significant in only one country, Poland, the only of the four countries to have introduced entrepreneurship education at high-school level. Additionally, an indirect influence of EE on EI was uncovered. Using a multi-construct approach to ESE, the research proves that ESEs related to searching, planning and marshalling activities mediate the impact of entrepreneurial education on intentions, although these effects differ across the studied countries. Lastly, a gender comparison indicates that although women generally have lower entrepreneurial intentions and display lower levels of ESE they benefit more than men do from entrepreneurship education.

O'Connell, Catherine (2019):

Examining differentiation in academic responses to research impact policy. Mediating factors in the context of educational research.

In: *Studies in Higher Education* 44 (8), S. 1438–1453. DOI: 10.1080/03075079.2018.1447556.

Abstract:

This article examines responses to a new impact indicator introduced to the UK Research Excellence Framework (REF). While analysts have pointed to opportunities in impact policy for educational research as a field, the requirement to demonstrate impact beyond the academy poses challenges for research relating to higher education. The study illustrates forms of research used to demonstrate impact in, and on, HE. Through narratives of respondents engaged in HE-related research, the study indicates ways research practices are influenced by the impact indicator. The analysis demonstrates greater diversity in forms of research used to demonstrate impact than portrayed in earlier studies. Formulaic responses to impact are evident in some institutional contexts, which reify particular forms of research. In other cases, respondents portrayed a re-framing impact in ways that resonate with research orientations within the local context. An argument is made for a relational approach to policy interpretation in local organisational contexts.

O'Donovan, Berry M. (2019):

Patchwork quilt or woven cloth? The student experience of coping with assessment across disciplines.

In: *Studies in Higher Education* 44 (9), S. 1579–1590. DOI: 10.1080/03075079.2018.1456518.

Abstract:

This paper explores assessment experiences of undergraduates studying across disciplines. Within a participatory research design, students as researchers were involved in data collection and interpretation. The student lens is brought to bear on the experiences of academically successful final-year students and their strategies for negotiating assessment across

disciplinary departments. Findings highlight perceptions of invisibility, academic homelessness and disadvantage despite participants' high academic achievement. These successful students viewed the divergent disciplinary approaches to assessment they encountered as legitimate but felt challenged and disadvantaged by their diversity. Findings are discussed within a framing of assessment practice as socially situated and embedded in the educational values and epistemologies of learning communities, thus problematising development of student assessment literacy across disciplinary communities. The paper concludes that it is neither feasible nor educationally valuable to iron out divergence but more intentional ways of revealing and sharing different epistemological positions in assessment practice could mitigate challenges.

O'Sullivan, Katriona; Robson, James; Winters, Niall (2019):

'I feel like I have a disadvantage'. How socio-economically disadvantaged students make the decision to study at a prestigious university.

In: *Studies in Higher Education* 44 (9), S. 1676–1690. DOI: 10.1080/03075079.2018.1460591.

Abstract:

This paper presents findings from an interpretative phenomenological analysis with 20 students from socio-economically disadvantaged backgrounds who were accepted onto a Foundation Year in Oxford University. It explores the factors that impacted on their decision to apply to a prestigious university and student's views on their transition to the prestigious university. The analysis highlighted four key factors:

- (1) The complex relationship students had with their schools and the wider education system;
- (2) The strong sense of agency they showed in overcoming a range of systemic and structural barriers;
- (3) Social relationships with family members, peers and the wider community;
- (4) The importance of the Foundation Year model in supporting transitions to the university.

The identified factors have two key implications: (1) a need to engage in system-wide structural reform that empowers students to develop an agentic approach to HE choices and (2) a need for prestigious institutions to ensure that schools and teachers are empowered with cultural capital and knowledge of the admissions processes to support students' applications in an equitable way.

Olazaran, Mikel; Albizu, Eneka; Otero, Beatriz; Lavía, Cristina (2019):

Vocational education–industry linkages. Intensity of relationships and firms' assessment.

In: *Studies in Higher Education* 44 (12), S. 2333–2345. DOI: 10.1080/03075079.2018.1496411.

Abstract:

Twenty years since educational reforms were implemented in Spain aiming at the modernisation of the vocational education system and at the improvement of its educational and developmental functions, relationships between education and industry have not been widely analysed. This study reviews the recent international literature on the topic and then looks at one advanced regional case within the school-based, Spanish vocational education context. Analysing data from a sample of 330 industrial firms from the Basque Country, binary logistic regression was applied in order to identify factors especially associated to the fact that SMEs have a greater or lower number of collaboration relations with vocational schools. We also examined the variables that have the greatest impact on whether firms assess vocational schools positively. Results indicate a strong association between intensity of relationships and positive assessment of vocational schools' educational and developmental functions.

Ooms, Ward; Werker, Claudia; Hopp, Christian (2019):

Moving up the ladder. Heterogeneity influencing academic careers through research orientation, gender, and mentors.

In: *Studies in Higher Education* 44 (7), S. 1268–1289. DOI: 10.1080/03075079.2018.1434617.

Abstract:

We look into the question whether heterogeneity stemming from research orientation, gender, or disciplinary and cultural differences with their PhD supervisors helps or hampers academics' careers. Based on a sample of 248 academics at two leading European universities of technology, we combine multinomial logit models and sequential logit models to understand career advancement. Our results show that heterogeneity stemming from research orientation is helpful. Academics who bridge between the quest for fundamental understanding and socio-economic relevance attain career success. Yet heterogeneity stemming from gender hinders careers: female academics face problems securing tenured positions and full professorships. Mentor–mentee heterogeneity only helps in early career transitions, but hampers advancement later on. Our insights offer suggestions to policymakers, university managers, and academics, because they help to identify promising academics, the right support for sitting staff members, measures correcting for gender imbalances, and can inform strategic choices regarding research orientation and PhD supervisors.

Padilla-Angulo, Laura (2019):

Student associations and entrepreneurial intentions.

In: *Studies in Higher Education* 44 (1), S. 45–58. DOI: 10.1080/03075079.2017.1336215.

Abstract:

Drawing on Ajzen's (1991. "The Theory of Planned Behavior." *Organizational Behavior and Human Decision Processes* 50 (2): 179–211) theory of planned behavior and entrepreneurship education (EE) theory, this article examines the role of student associations in developing students' entrepreneurial intentions (EI) at early educational stages. This study addresses the scarcity of research on extracurricular activities and on early university experiences of EE and their influence on EI. Based on survey data collected from 237 first-year undergraduate business school students and a partial least squares analysis, we provide empirical evidence on the value of student associations in increasing the EI of first-year students through their impact on entrepreneurial attitudes, which are instrumental in the formation of EI. The results have important implications both for educational practice and for public and private organizations interested in promoting entrepreneurship. They support the value of including practical training in education programs.

Papadimitriou, Maria; Johnes, Jill (2019):

Does merging improve efficiency? A study of English universities.

In: *Studies in Higher Education* 44 (8), S. 1454–1474. DOI: 10.1080/03075079.2018.1450851.

Abstract:

This paper focuses on the effect of merger on university efficiency. In a first stage analysis, efficiency scores of English universities are derived for a 17-year period using the frontier estimation method data envelopment analysis. A second stage analysis explores the effect of merger and other factors on efficiency. We find that mean efficiency for the sector has varied from around 60% to 70%, but that the efficiency levels of the vast majority of individual higher education institutions (HEIs) are not significantly different from each other. Merged HEIs have an efficiency which is around five percentage points higher post-merger than non-merging HEIs holding all else constant; but we find that the efficiency impact of merger does not last long (not more than a year) after the merger. The transitory nature of the efficiency gain is an important finding which should be noted by politicians and managers considering a policy of merger.

Pastor Perez, Lluís; Linde, Antonia; Molas-Castells, Nuria; Fuertes-Alpiste, Marc (2019):

The use of novelettes for learning in a Criminology degree course.

In: *Studies in Higher Education* 44 (11), S. 1874–1888. DOI: 10.1080/03075079.2018.1465033.

Abstract:

This article looks at an experience within the context of distance higher education, which has incorporated the reading of two novelettes (short novels, commonly known as novellas) created on an ad hoc basis for two subjects of a Criminology degree course. The goal of this research is to analyse students' perceptions of their validity as a study material, assessing learning, motivation and design-related aspects, correlating them with the degree of transportation, which is the readers'

perception that they are being conveyed from their world of origin into the narrative world. Data gathering was performed by sending 2 questionnaires to 347 students. The results confirm that they perceive them as valid learning material and that they foster interest in the study of the contents, even more than traditional materials. It also has helped them to understand the concepts better, in terms of exemplification and contextualisation. This has been influenced by the potential of the transportation processes. It was also seen that design aspects of the novelettes have helped with the learning process.

Pastore, Francesco (2019):

Why so slow? The school-to-work transition in Italy.

In: *Studies in Higher Education* 44 (8), S. 1358–1371. DOI: 10.1080/03075079.2018.1437722.

Abstract:

This essay provides a comprehensive interpretative framework to understand the reasons why the school-to-work transition is so slow in Italy, a typical example of the South European regime, where the educational system is rigid and sequential (education before work experience), the labor market has become more flexible through two-tier labor reforms and the family has an important role of shock absorber during the passage to adulthood. The main thesis of this essay is that the traditional disorganization of the educational and training system coupled with slow economic growth, rather than only low labor flexibility explains high (youth) unemployment. Important reforms – Jobs Act, Good School, European Youth Guarantee and reform of employment services – have been recently implemented, which are favoring a slow convergence toward the European social model, but it is still too early to draw conclusions as to the impact of such reforms on youth labor-market outcomes.

Payan-Carreira, Rita; Cruz, Goncalo; Papathanasiou, Ioanna V.; Fradelos, Evangelos; Jiang, Lai (2019):

The effectiveness of critical thinking instructional strategies in health professions education. A systematic review.

In: *Studies in Higher Education* 44 (5, SI), S. 829–843. DOI: 10.1080/03075079.2019.1586330.

Abstract:

This review intends to reveal the current status of the instructional practices used to enhance Critical Thinking (CrT), Clinical Reasoning and Clinical Judgement (CJ) skills and dispositions in Health Sciences Higher Education programmes. After a three-step filtering process, 28 empirical studies on the effectiveness of the instructional strategies were analysed, following PICOS methodology. The analysis tackled the type of strategy, methods and outcomes, the research design, and assessment tools used. Diverse instructional designs, different in length, were used with variable success when compared with traditional lecturing. Several limitations were found, such as insufficient information regarding the intervention design and the alignment between learning outcomes and the assessment instruments. Due to the variability in sample sizes and research designs, it is difficult to conclude on the effectiveness of particular instructional strategies. Researchers ought to recognize the concerns herein discussed when designing, implementing and assessing future interventions.

Penkauskienė, Daiva; Railienė, Asta; Cruz, Goncalo (2019):

How is critical thinking valued by the labour market? Employer perspectives from different European countries.

In: *Studies in Higher Education* 44 (5, SI), S. 804–815. DOI: 10.1080/03075079.2019.1586323.

Abstract:

Although Critical Thinking (CT) has been a desirable aim expressed both by higher education institutions and labour market professionals, studies on what CT means and what it looks like in the workplace are scarce. The current study intends to tackle this gap by sharing findings about the importance of CT and its practical manifestation in professions from the points of view of 189 European employers. Data shows that CT is recognized mostly as: (1) the capacity to avoid mistakes and make right decisions; (2) the capacity to correct and regulate oneself; and (3) as a social responsibility. Our findings prove that CT is valued not only insofar as it contributes to professional success, but also for personal improvement and common

good. Unfortunately, participants tend to share general and ambiguous ideas about the importance of CT rather than presenting concrete, practice-based professional life examples illustrating its understanding and application within their organizations.

Pietila, Maria (2019):

Incentivising academics. Experiences and expectations of the tenure track in Finland.

In: *Studies in Higher Education* 44 (6), S. 932–945. DOI: 10.1080/03075079.2017.1405250.

Abstract:

Research has shown that a tenure track incorporates both commitment and control aspects: the career system offers junior-level academics long-term job prospects, but subjects them to performance control. This study complements existing research on tenure track positions, which has mostly been conducted in northern America. Universities in Finland have established new organisation-specific tenure track systems. Drawing on interviews with academics working in tenure track positions, this study elucidates the inconsistencies and tensions academics feel during their career, the criteria they interpret as being emphasised in promotion, and their experiences in combining work and private lives. While academics were formally encouraged to excel in various areas, the study found that academics interpreted the tenure track as emphasising research performance and success in acquiring research funding. The study concludes that career systems encourage academics to adopt entrepreneurial mindsets and makes the individual responsible for their own career progress.

Pnevmatikos, Dimitris; Christodoulou, Panagioti; Georgiadou, Triantafyllia (2019):

Promoting critical thinking in higher education through the values and knowledge education (VaKE) method.

[Research Essay]. In: *Studies in Higher Education* 44 (5, SI), S. 892–901. DOI: 10.1080/03075079.2019.1586340.

Abstract:

An effective instructional approach for promoting critical thinking is a challenge not only for Higher Education but also for lower educational levels. In this paper, we argue that values and knowledge education (VaKE) is an instructional approach, which could be implemented in Higher Education to promote students' critical thinking skills and dispositions. To examine our claim, we implemented the VaKE method in an undergraduate Psychology course in a group of 27 students. During the course, students were asked to suggest a solution in a value-laden situation (dilemma) in which multiple solutions were possible. Structured diaries which followed Facione's definition of critical thinking, including critical thinking skills and dispositions, were used to record students' experiences. A theory-driven content analysis was carried out and results revealed that students experienced the activation of critical thinking skills and dispositions during the different steps of VaKE. This study is the first step of our work in progress showing that during the VaKE course students activated and implied critical thinking skills and dispositions.

Power, Eliza Jessie; Handley, Janet (2019):

A best-practice model for integrating interdisciplinarity into the higher education student experience.

In: *Studies in Higher Education* 44 (3), S. 554–570. DOI: 10.1080/03075079.2017.1389876.

Abstract:

Today's global society creates an environment characterised by complex problems, solutions to which require transcendence of traditional discipline-based boundaries, and new forms of knowledge-sharing. Higher education (HE) has a central role in interdisciplinary knowledge creation and dissemination, reinforced by funding councils, professional bodies and government policy. That notwithstanding, there is currently no recognised best practice approach to interdisciplinary working in UK HE institutes. The aim of this paper is to develop a best practice model to facilitate interdisciplinarity within the UK HE sector, focusing on teaching and learning and the student learning experience. Based on the results of an exploratory and empirical enquiry, a HE Interdisciplinary Model (HIM) of best practice is proposed. The HIM is informed by

the development of four themes and six ensuing enablers from a synthesis of perceived barriers, possible facilitators and potential solutions to interdisciplinarity within UK HE. However, further research is necessary to validate the proposed model.

Prasad, Ajnesh; Segarra, Paulina; Villanueva, Cristian E. (2019):

Academic life under institutional pressures for AACSB accreditation. Insights from faculty members in Mexican business schools.

In: *Studies in Higher Education* 44 (9), S. 1605–1618. DOI: 10.1080/03075079.2018.1458220.

Abstract:

Scholars have increasingly recognized how efforts among business schools to attain or maintain accreditation from external agencies (i.e. Association of Advance Collegiate Schools of Business [AACSB]) have engendered myriad consequences on the experiences of academic faculty members. Extant research that has investigated this phenomenon empirically has focused on business schools in advanced economy contexts, where such institutions are relatively better endowed – in terms of structural and human capital resources – than their counterparts in less-developed regions. Drawing on a qualitative study on two business schools in Mexico, this article illuminates how academic faculty members recognize and negotiate the intensifying pressures for restrictive forms of research output that is the corollary of their business school's endeavor to satisfy the scholarly requirements for AACSB accreditation. This article further considers the problematic implications posed by this trend should it continue.

Puig, Blanca; Blanco-Anaya, Paloma; Bargiela, Ines M.; Crujeiras-Perez, Beatriz (2019):

A systematic review on critical thinking intervention studies in higher education across professional fields.

In: *Studies in Higher Education* 44 (5, SI), S. 860–869. DOI: 10.1080/03075079.2019.1586333.

Abstract:

This study provides a systematic review on the Critical Thinking (CT) intervention studies reported in the national literature of the countries involved in the CRITHTINKEDU project. The aim of this paper is to characterise critical thinking intervention studies in higher education institutions across different fields. The review process has been carried out by applying content analysis and it is comprised of five stages. A rubric was built in conjunction with a literature review on CT interventions and data analysis. Slight differences were identified among the examined fields. The main results show that immersion is the most frequent approach in all of the fields, followed by infusion, which is only implemented in STEM and social sciences. All of the interventions are short-term and address either CT skills exclusively, or deal with skills and dispositions together. Further research is needed in order to explore which aspects of the CT interventions are successful in the promotion of CT in higher education (HE), as well as the CT components, which are targeted during instruction.

Quinlan, Kathleen M. (2019):

Emotion and moral purposes in higher education teaching. Poetic case examples of teacher experiences.

In: *Studies in Higher Education* 44 (9), S. 1662–1675. DOI: 10.1080/03075079.2018.1458829.

Abstract:

Although teaching is emotionally and ethically demanding, higher education teachers' emotions, values and sense of moral purpose are under-researched. This study examines 66 case examples of teachers' emotional experiences to see whether and what kinds of moral concerns underpin those emotional moments. Analysis was based on Graham, Nosek, Hadit, Iyer, and Ditto's ([2011]. "Mapping the Moral Domain." *Journal of Personality and Social Psychology* 101 (2): 366–385. doi:10.1037/a0021847) moral foundations theory, which posits five main moral concerns: care/harm, fairness/reciprocity, ingroup/loyalty, authority/respect, and purity/sanctity. Care/harm and authority/respect were the most common single moral concerns underpinning these emotional experiences, though there were examples of all five moral concerns within the set. Approximately one-third of the cases referenced multiple moral concerns, suggesting the complexity of both

emotional and ethical demands in teaching. Implications for research, teaching, and educational development are highlighted.

Quinlan, Kathleen M. (2019):

What triggers students' interest during higher education lectures? Personal and situational variables associated with situational interest.

In: *Studies in Higher Education* 44 (10, SI), S. 1781–1792. DOI: 10.1080/03075079.2019.1665325.

Abstract:

Lecturing is often touted as a means to inspire students' interest, despite evidence that most lectures fail to do so. This study examines triggers of students' situational interest during lectures. Students (N = 706) in 12 different individual one hour first year lectures in a UK university were surveyed at the end of the lecture. They described the moment they were most interested; rated a series of 5 point Likert scale items on their situational and individual interest, and features of the content, presentation and teacher's behaviour during that moment; and provided demographic characteristics. Simultaneous regression analyses showed that novelty, cognitive activation, cognitive incongruity, and utility value all positively predicted situational interest. Students' level of individual interest and their perceptions of their teacher's enthusiasm, approachability and knowledge were the strongest predictors of situational interest. Overchallenge was negatively associated with situational interest.

Rosewell, Kayleigh; Ashwin, Paul (2019):

Academics' perceptions of what it means to be an academic.

In: *Studies in Higher Education* 44 (12), S. 2374–2384. DOI: 10.1080/03075079.2018.1499717.

Abstract:

Despite the wealth of literature on academic work, roles and identities, the meaning of being an academic often does not go beyond such pre-defined and separate roles of teacher, researcher, academic, professional and manager. Consequently, our understanding of academic work is limited. This article explores the holistic meaning of being an academic and considers how this relates to gender. Based on interviews with 35 academics from a single United Kingdom (UK) institution, we argue that what it means to be an academic, goes beyond these pre-defined and separate roles; and that other aspects, such as academic freedom, intellectual stimulation, and a sense of a calling play different roles in different constructions of being an academic. Gender is also found to be an important factor in the different ways of defining academic work. These findings have implications for our understanding of career trajectories of male and female academics.

Roy, Achinto; Newman, Alexander; Ellenberger, Tori; Pyman, Amanda (2019):

Outcomes of international student mobility programs. A systematic review and agenda for future research.

In: *Studies in Higher Education* 44 (9), S. 1630–1644. DOI: 10.1080/03075079.2018.1458222.

Abstract:

Scholarly studies of international student mobility programs have increased during the last two decades, particularly following the Bologna Declaration. Nevertheless, a systematic review of international student mobility programs and the outcomes and benefits derived from participation in such programs has not been undertaken. This paper provides a comprehensive review of studies examining the various outcomes of student participation in short-term international mobility programs and identifies under-researched areas such as employment and career outcomes. A future research agenda based on the review is outlined, along with recommendations for improving research designs in order to increase our understanding of the short- and long-term outcomes of international student mobility programs.

Santelices, Maria Veronica; Horn, Catherine; Catalan, Ximena (2019):

Institution-level admissions initiatives in Chile. Enhancing equity in higher education?

In: *Studies in Higher Education* 44 (4), S. 733–761. DOI: 10.1080/03075079.2017.1398722.

Abstract:

During the last 10 years, a group of selective universities in Chile has started to implement admissions programs that consider the achievement of students in the context of the educational opportunities they have had, thus reducing reliance on the national college entrance exam. This study explores the program theories in a sample of these programs and their effects on access and academic outcomes. We use a mixed method approach: program theory is explored through the analysis of program documents and interviews, and the effects on access and outcomes are explored through descriptive and inferential statistics of institutional data. This study aims to contribute to the research exploring the evolution and outcomes of institutional admission reforms intended to tackle the problem of equity in higher education.

Sasson, Irit (2019):

Building a sustainable university–community partnership. Case study in science education.

In: *Studies in Higher Education* 44 (12), S. 2318–2332. DOI: 10.1080/03075079.2018.1496410.

Abstract:

Collaboration with the educational systems is needed to leverage the community to address the problem of declining interest in science education among young people, yet building effective university–community partnerships is a highly complex process. This research investigated partnership building in a regional science initiative designed to encourage and develop relationships between academic experts, scientists, engineers, and community. The study goals were to evaluate (1) the organizational structures that enable operation of a multi-organizational regional partnership; (2) the members' perceptions of the common goals benefits and costs of participation in the partnership. Using the sequential mixed-method approach, 60 interviews conducted in the first phase were used to develop a questionnaire to which 224 partners responded. The research results provided a comprehensive evaluation of the university–community partnership. The results also demonstrated the effectiveness of a scale employed defining four hierarchical levels of partnership for assessing the development of any partnership over time.

Sayler, Micheal F.; Pedersen, Jon; Smith, M. Cecil; Cutright, Marc (2019):

Hidden leaders. Results of the national study of associate deans.

In: *Studies in Higher Education* 44 (7), S. 1119–1129. DOI: 10.1080/03075079.2017.1418309.

Abstract:

Associate deans serve critical leadership roles in the functioning and management in higher education administration, but there is little professional preparation for the role. This study surveyed the perceptions of a random sample of 527 associate deans in colleges of arts and sciences, business, and education at US research-extensive and -intensive universities. There was a nearly equal portion of men and women in the sample, but little racial diversity. The majority of associate deans were appointed to their position internally, rising through the faculty ranks, and most had served in the role for five or fewer years. Most were responsible for academics, administrative services, and curricular issues. Many associate deans rely upon their personal professional networks to learn more about administrative functioning. A majority of respondents indicated that their research and scholarly productivity had declined. The principal administrative challenge was, for the majority, centered on budgetary concerns at their respective institutions.

Schoepp, Kevin (2019):

The state of course learning outcomes at leading universities.

In: *Studies in Higher Education* 44 (4), S. 615–627. DOI: 10.1080/03075079.2017.1392500.

Abstract:

Within higher education, the importance of learning outcomes has become well-established. They are expected to guide the teaching and learning process, assessment, and curriculum development, while at the same time act as foundational elements to transitions towards national qualifications frameworks, competency-based education, and international partnerships such as the Bologna agreement. However, as essential as learning outcomes have become, very little is known about the quality of learning outcomes within courses. Through a content analysis of publicly available syllabi, this paper examines course learning outcomes from some of the leading teaching universities in the world. Results of this exploratory study indicate that the quality of learning outcomes is quite poor, and that a great deal of work is required until most outcomes would be aligned with internationally accepted best practices.

Schonell, Stuart; Macklin, Rob (2019):

Work integrated learning initiatives. Live case studies as a mainstream WIL assessment.

In: *Studies in Higher Education* 44 (7), S. 1197–1208. DOI: 10.1080/03075079.2018.1425986.

Abstract:

Industry demands highly skilled, work ready and adaptable graduates who can solve complex problems. Work integrated learning (WIL) offers educators an authentic assessment that approximates future performance requirements. Often this would include workplace placements or internships for a selected number of students. In this paper, we evaluate the 'live case study' assessment as an example of an alternative embedded approach to WIL. We address a lack of simple and specific criteria for assessing WIL and assess the live case approach against these criteria. We find that the live case approach is an effective form of WIL, offering large numbers of students an authentic learning experience. We recommend this approach to universities seeking to offer large cohorts of students a workplace learning experience that is less time and resource dependent than internships, and effective for international and distance students.

Seeber, Marco; Barberio, Vitaliano; Huisman, Jeroen; Mampaey, Jelle (2019):

Factors affecting the content of universities' mission statements. An analysis of the United Kingdom higher education system.

In: *Studies in Higher Education* 44 (2), S. 230–244. DOI: 10.1080/03075079.2017.1349743.

Abstract:

This article explores the factors affecting the content of universities' mission statements. We conceptualize missions as identity narratives, a type of symbolic representation of an organization. Based on the literature on organizational identity we argue that universities need to address two major challenges when crafting their mission statements, (i) to pursue legitimacy in spite of multiple and competing expectations, and (ii) to properly balance similarity and distinctiveness from other universities. We identify factors that affect this strategic effort and develop hypotheses that we test in the empirical context of the United Kingdom's higher education system. Results show that (i) among competing expectations, universities choose claims that are plausible to external constituents and consistent with the values of internal members, and that (ii) they adopt claims similar to universities belonging to the same organizational form while differentiating from geographically closer universities in order to reduce competitive overlap.

Sen, Vicheth (2019):

Hybrid governmentality. Higher education policymaking in post-conflict Cambodia.

In: *Studies in Higher Education* 44 (3), S. 513–525. DOI: 10.1080/03075079.2017.1379985.

Abstract:

This paper examines the kinds of higher education policy discourses embedded in major Cambodian higher education policy texts related to educational reform efforts undertaken by the government. The focus is on post-conflict Cambodia, that is, Cambodia since 1993 when the first national elections were organized after more than two decades of armed civil conflict. The paper argues that higher education policymaking in post-conflict Cambodia can be conceptualized as a new form of 'hybrid governmentality'. In this hybrid form, the government draws on policy discourses associated with modern,

liberal democracy to legitimize its existence. At the same time, it continues to insert its own discourses rooted in Cambodia's traditional socio-cultural hierarchical order, unstable political frameworks, and legacies of prolonged civil upheaval.

Shaw, Marta A. (2019):

Public accountability versus academic independence. Tensions of public higher education governance in Poland.

In: *Studies in Higher Education* 44 (12), S. 2235–2248. DOI: 10.1080/03075079.2018.1483910.

Abstract:

Since the launch of the Lisbon Agenda, European higher education systems have gravitated towards a common policy blueprint for governance that concentrates power in the hands of executive authorities and increases accountability to external stakeholders. The Polish system remains an outlier, providing an informative case study of a clash between European pressures and local path dependencies. The objective of this study was to investigate the forces that lodge the Polish system of higher education between the market and academic oligarchy, utilizing the lens of Burton Clark's (1986. *The Higher Education System: Academic Organization in Cross-national Perspective*. Berkeley, CA: University of California Press) typology of governance. The author sought to uncover and compare the conceptualizations of governance held by two most powerful groups of higher education stakeholders. Findings indicate a stalemate of values between accountability to public interest and the independence of the academic order from short-term political interests. Conclusions from this study can inform reform efforts in contexts where externally legitimated blueprints for reform in higher education converge with social realities belying the blueprints' inherent assumptions.

Sin, Cristina; Tavares, Orlanda; Amaral, Alberto (2019):

Accepting employability as a purpose of higher education? Academics' perceptions and practices.

In: *Studies in Higher Education* 44 (6), S. 920–931. DOI: 10.1080/03075079.2017.1402174.

Abstract:

This study explores Portuguese academics' acceptance of employability as a purpose for higher education further to the Bologna reforms, focusing on their understandings of employability and their teaching practices. The data were gathered through focus groups in which participated around 70 academics from 3 disciplinary areas, belonging to different institutional types. Findings suggest that there are different degrees of acceptance of employability as a purpose for higher education, varying by discipline and type of institution. Irrespective of the differences in perceptions of employability, all academics engage in teaching practices associated to the development of employability, although with different ends in mind. While Computer Engineering and Management academics aim to train professionals fitting into specific employment, for Arts academics such teaching methods aim to introduce students to artistic practice. These findings warn against equating employability with crude indicators of employment and using it as a performance indicator.

Soliman, Samar; Anchor, John; Taylor, David (2019):

The international strategies of universities. Deliberate or emergent?

In: *Studies in Higher Education* 44 (8), S. 1413–1424. DOI: 10.1080/03075079.2018.1445985.

Abstract:

The internationalisation of higher education, which has developed from a number of separate initiatives to become a strategic objective in its own right, has not been investigated from a strategic organisational perspective. Case studies of four English universities were developed via a Grounded Theory methodology. Mintzberg and Waters' [1985. "Of Strategies, Deliberate and Emergent." *Strategic Management Journal* 6 (3): 257–272] 'deliberate' and 'emergent' strategies were used to analyse the trajectories of the international strategies of the case study universities. It was found that the international strategies were deliberate in each strategic period, whereas they were emergent over a longer time frame. Internationalisation has gone through three phases, as the approaches of universities to this phenomenon have matured and progressed from operational to strategic. A conceptual model which describes the trajectory of the international

strategies of these English universities is developed and is a major addition to the internationalisation literature. Future research should examine the applicability of the model to other countries.

Sothan, Seng (2019):

The determinants of academic performance. Evidence from a Cambodian University.

In: *Studies in Higher Education* 44 (11), S. 2096–2111. DOI: 10.1080/03075079.2018.1496408.

Abstract:

Internationally, there has been considerable literature on the predictors of academic performance in higher education. However, the empirical findings are still limited in Cambodia; therefore, this paper was conducted to examine the determinants of academic performance of 329 undergraduate students selected from a university in Cambodia. Based on the findings from the multivariate regression analysis, a number of variables, namely high school grade, English ability, class attendance, study effort, academic self-efficacy, and family socio-economic status were found to be positively associated with academic performance. Term-time employment and family size had an adverse impact on academic performance. However, there was no sufficient evidence to indicate age, gender, household location, parental education, parental involvement, and teaching evaluation to have predictive power on academic performance. Hence, the study concluded that the personal backgrounds played the potential role in predicting academic performance of undergraduate students.

St Clair-Thompson, Helen; Chivers, Carla (2019):

Characteristics of students who consider taking a psychology placement year.

In: *Studies in Higher Education* 44 (11), S. 1889–1899. DOI: 10.1080/03075079.2018.1466113.

Abstract:

Previous research has demonstrated several benefits of work placements, including improved academic attainment and employability prospects. However, it may be important to recognise that there is a self-selection of placement students. There may be characteristics which make students more likely to choose to take a placement, and also make students more likely to gain higher grades and employment. The current study explored the characteristics and attributes of students who consider taking a placement year, focussing on personality and autonomy. One hundred and fifty-nine psychology students completed measures of personality and autonomy, and answered questions regarding their intentions about taking a placement year. The study revealed that students who consider taking a placement are more conscientious and more autonomous than students who do not consider taking a placement. These findings have important implications for research examining the benefits of placements, and also for practices for advertising and promoting placement years.

Stupnisky, Robert H.; Hall, Nathan C.; Pekrun, Reinhard (2019):

Faculty enjoyment, anxiety, and boredom for teaching and research. Instrument development and testing predictors of success.

In: *Studies in Higher Education* 44 (10, SI), S. 1712–1722. DOI: 10.1080/03075079.2019.1665308.

Abstract:

This study examined the role of emotions in predicting university faculty teaching and research performance while addressing the methodological limitations of past research. Recruited using social media, 312 early-career faculty completed an online survey containing six newly adapted multi-item emotion scales assessing enjoyment, anxiety, and boredom related to both teaching and research. Analyses supported the reliability as well as convergent and divergent validity of the scales. Results of structural equation modeling revealed that enjoyment positively predicted perceived success whereas anxiety and boredom negatively predicted success in both teaching and research, even after accounting for social-environmental predictors. The emotions also significantly related to faculty research publication and citation counts. In terms of implications for faculty development, the findings suggest that fostering value and control may be a mechanism for improving faculty emotions and performance in teaching and research. The discussion includes future theoretical and methodological contributions.

Sutphen, Molly; Solbrekke, Tone Dyrdal; Sugrue, Ciaran (2019):

Toward articulating an academic praxis by interrogating university strategic plans.

In: *Studies in Higher Education* 44 (8), S. 1400–1412. DOI: 10.1080/03075079.2018.1440384.

Abstract:

Universities are allocated considerable public resources and are expected to fulfil societal mandates through teaching, research and service to local, national and international communities. University strategic plans are public documents that express how university leaders, students, academic and administrative staff are expected to aspire to meet these societal mandates. We suggest that strategic plans can be a point of departure for academic staff and leaders to reflect on their values and articulate their praxes. By praxis we mean the sense-making and purpose academic staff and leaders identify in their practices and how they choose to live out their values. We suggest an approach, using the principles of deliberative communication, intended to help academic staff and leaders articulate their praxis and find ways to live out their values in a liberating or transformative manner.

Thies, Katharina; Kordts-Freudinger, Robert (2019):

University academics' state emotions and appraisal antecedents. An intraindividual analysis.

In: *Studies in Higher Education* 44 (10, SI), S. 1723–1733. DOI: 10.1080/03075079.2019.1665311.

Abstract:

This study investigates university academics' emotions in the moment they occurred, and value and control appraisal dimensions on an intraindividual level. Applying the Experience-Sampling method, N = 50 German university academics reported their current emotions and appraisals for two weeks. A total of N = 1691 state assessments were collected. Positive emotions were reported as more intensely compared to negative emotions. Multilevel multiple regression analysis indicated that significant amounts of the variances in the emotions can be explained by value and control appraisals. In addition, the analyses yielded significant correlations between emotions and appraisals: appraisals of value and of self-determination were related to positive emotions, whereas time-pressure and control appraisals were related to negative emotions.

Tholen, Gerbrand (2019):

The limits of higher education institutions as sites of work skill development, the cases of software engineers, laboratory scientists, financial analysts and press officers.

In: *Studies in Higher Education* 44 (11), S. 2041–2052. DOI: 10.1080/03075079.2018.1490894.

Abstract:

Where do workers with Higher Education (HE) degrees develop their work skills? Although few would expect these to be developed in HE exclusively, there exists an assumption that the core skills of those working in graduate occupations are predominantly formed at HE. This article examines how within four graduate occupations, employers and workers assess the extent HE is thought to develop the skills and knowledge used within the work process. It draws on occupational case studies on the work of laboratory-based scientists, software engineers, financial analysts and press officers, using interview data with workers, employers and stakeholders. The study shows that structural barriers prevent HE to take a significant part in work skill and knowledge development, but also that HE is not necessarily heavily relied upon for skill formation. More precaution is required when linking the skill demands for graduate work with the skills that are developed or associated at university.

Tiainen, Tarja; Berki, Eleni (2019):

The re-production process of gender bias. A case of ICT professors through recruitment in a gender-neutral country.

In: *Studies in Higher Education* 44 (1), S. 170–184. DOI: 10.1080/03075079.2017.1351428.

Abstract:

Women's under-representation in the fields of science and technology is strong; both in software houses and academic posts. We focus on the academic field by gender sensitive analysis of Information and Communication Technology (ICT) academics. The general picture given by statistics' meta-analyses illustrates male dominance even in Finland, which is often presented as a country which values gender equality high. For achieving deeper understanding about the process of gender bias reproduction, we focus on one university and its selection of ICT professors. Although every professorship fulfilling is a situated process, they all together shape a homogeneous male-dominant picture. This paper continues on early gender-focused discussion of Studies in Higher Education by presenting an organisational point of view.

Tweedie, M. Gregory; Chu, Man-Wai (2019):

Challenging equivalency in measures of English language proficiency for university admission. Data from an undergraduate engineering programme.

In: *Studies in Higher Education* 44 (4), S. 683–695. DOI: 10.1080/03075079.2017.1395008.

Abstract:

English is increasingly common as a medium of instruction in higher education internationally, and evidence of English language proficiency (ELP) forms a vital aspect of many post-secondary admission applications. Scores from different ELP measures (e.g. standardized assessments; institution-specific English programmes) are often used as equivalent assessment of language skills for admission, yet little research exists to show equivalency to one another. This study examines three measures of ELP used for post-secondary admission: scores from IELTS, TOEFL, and an institution-specific academic English programme, relative to course grade results, and student retention rates in a first-year undergraduate engineering programme. Statistically significant differences were found between the three types of ELP assessment with respect to academic success. Furthermore, students admitted using the academic English programme showed a statistically significantly higher rate of first-year programme dropout. These findings call into question the assumption of equivalency among measures of ELP used for post-secondary admission.

Ulker, Nilufer; Bakioglu, Aysen (2019):

An international research on the influence of accreditation on academic quality.

In: *Studies in Higher Education* 44 (9), S. 1507–1518. DOI: 10.1080/03075079.2018.1445986.

Abstract:

Due to increasing demand for higher education around the world, concerns regarding the quality of education in higher education institutions have increased. The aim of this study was to determine perceptions of accreditation self-study coordinators and programme administrators on the influence of accreditation on academic quality. Data was collected by means of a scale devised by researchers. To achieve this, a comprehensive literature review was conducted, a pilot scheme was administered, expert opinion and advice were obtained and validity and reliability studies were conducted. The findings revealed that accreditation contributes more to the improvement of processes and practices in institutions in operation for 1–20 years compared to those functioning for more than 41 years. Similarly, accreditation makes a greater contribution during the initial accreditation process compared to re-accreditation. Additionally, accreditation contributes most to importance attached to learning outcomes and least to the number of students who graduate from a programme.

Upadhyaya, Pallavi; Pillai, K. Rajasekharan (2019):

Management research outcome. A comparative assessment of BRICS nations.

In: *Studies in Higher Education* 44 (9), S. 1567–1578. DOI: 10.1080/03075079.2018.1455083.

Abstract:

The role of research-embedded higher education is regarded as one of the driving forces of any growing economy. Higher education institutions (HEIs) are recognized, among their peers, for their quality of research outcome. Hence, with growing emphasis on research worldwide, HEIs strive hard to improve their research output. The proposed study endeavors to make a longitudinal comparison of research outcome of HEIs from the BRICS Nations, with special emphasis on

management and its allied discipline. As the centers of ancient wisdom and learning, BRICS nations have many things in common. They are envisioned as the economies that will drive growth in the future. Quantitative data from the Elsevier's Scopus database were used for comparative analysis. The findings of the study provide ample insights to discuss the key areas to be improved, to provide research impetus and developing policies to scale up research in management.

van der Zanden, Petrie J. A. C.; Denessen, Eddie; Cillessen, Antonius H. N.; Meijer, Paulien C. (2019):

Patterns of success. First-year student success in multiple domains.

In: *Studies in Higher Education* 44 (11), S. 2081–2095. DOI: 10.1080/03075079.2018.1493097.

Abstract:

The goal of this study was to examine differences in university success between first-year students by analyzing three domains simultaneously: students' academic achievement, critical thinking disposition, and social-emotional adjustment to university life. Participants were 307 students who completed an online questionnaire. Latent class cluster analysis revealed three patterns of success: (1) average-achieving well-adjusted students (64%), (2) high-achieving average-adjusted students (14%), and (3) low-achieving low-adjusted students (22%). Follow-up ANCOVAs indicated that low-achieving low-adjusted students most strongly experienced that their social life hindered their study, whereas average-achieving high-adjusted students experienced the least interference from their study on their social life. These results indicated that student success is a multi-domain concept, with subgroups of first-year students showing specific patterns of success. The results of this study help to understand the feasibility of and tensions between domains of student success and provide suggestions for universities to adjust their support to specific student needs.

Verburgh, An (2019):

Effectiveness of approaches to stimulate critical thinking in social work curricula.

[Research Essay]. In: *Studies in Higher Education* 44 (5, SI), S. 880–891. DOI: 10.1080/03075079.2019.1586336.

Abstract:

The development of critical thinking is an essential aim in social work curricula, similar to all higher education programmes. Learning environments that effectively stimulate the development of critical thinking are hence of key importance. This paper starts with a small-scale review of the empirical research on learning environments in social work that aims at developing critical thinking in view of gaining insight in the effectiveness of the used approaches. The results indicate that almost all studies had learning environments combining approaches. The review also points at the limited number of empirically sound studies on critical thinking in social work curricula. Therefore, a research agenda is proposed, in order to improve the understanding of critical thinking education within social work and beyond.

Volet, Simone; Seghezzi, Cate; Ritchie, Stephen (2019):

Positive emotions in student-led collaborative science activities. Relating types and sources of emotions to engagement in learning.

In: *Studies in Higher Education* 44 (10, SI), S. 1734–1746. DOI: 10.1080/03075079.2019.1665314.

Abstract:

The aim of the study was to explore the types and sources of positive emotions experienced by first year university students studying to become primary school teachers, during collaborative science learning. Fun science activities, designed to enhance students' motivation for science, provided the context for examining the relationship between group members' shared positive emotions and their engagement in collaborative learning of scientific concepts. Data for this study were: self-reports of emotions in several activities (class) and video footage of groups' interactions with follow-up interviews (selected groups). The identification of distinct types and sources of emotions supported Fredrickson's (1998, "What Good are Positive Emotions?" *Review of General Psychology* 2 (3): 300–319) case for distinguishing between joy-related and interest-related positive emotions. Students' emotional experiences and degree of subsequent engagement in collaborative learning of scientific concepts appeared to be influenced by the characteristics of the groups and of the

activities (e.g. if competitive). The critical importance of harnessing joy-related emotions and promoting interest-related emotions in collaborative science learning is highlighted.

Vuong, Quan-Hoang; Napier, Nancy K.; Ho, Tung Manh; Nguyen, Viet Ha; Vuong, Thu-Trang; Pham, Hiep Hung; Nguyen, Hong Kong To (2019):

Effects of work environment and collaboration on research productivity in Vietnamese social sciences. Evidence from 2008 to 2017 Scopus data.

In: *Studies in Higher Education* 44 (12), S. 2132–2147. DOI: 10.1080/03075079.2018.1479845.

Abstract:

Identifying factors that affect research productivity is critical to both the scientific community and policy-makers. This topic is especially useful for developing countries like Vietnam where such studies are scarce with limited original data. This paper, through a manual data collection process that yields the profiles of 406 Vietnamese social scientists with publications in Scopus-indexed journals in 2008–2017, uses the ordinary least squares method to analyse the effects of two factors on research productivity. It adds to the literature by showing the extent to which (i) work environment ('universities' and 'research institutions'); (ii) collaboration affect the adjusted research productivity of social scientists. Contrary to the usual belief, university-affiliated authors in Vietnam turned out to have higher research productivity than institution-affiliated peers. International collaboration could boost research output, although this effect is insignificant among the high-performing authors. The paper also suggests some policy implications for Vietnam facing challenges in science management.

Wallace, Elaine; Hogan, Michael; Noone, Chris; Groarke, Jenny (2019):

Investigating components and causes of sabotage by academics using collective intelligence analysis.

In: *Studies in Higher Education* 44 (12), S. 2113–2131. DOI: 10.1080/03075079.2018.1477128.

Abstract:

This paper investigates the components and causes of sabotage among tenured University academics. The study uses a collective intelligence methodology, Interactive Management (IM), to explore the components and causes of sabotage. Across a series of three workshops, participants generated, selected, categorised, and structured ideas to develop a model of sabotage components and causes. Six components of sabotage behavior were identified: intentional anti-collegial behavior, professional dishonesty, abuse of power, negativity, non-compliance, and underperformance. Causes of sabotage included leadership and structures, intrinsic self-interest, and personality traits. Suggestions are presented for performance management and the curtailment of sabotage by Academics. This study is the first study to examine sabotage behavior among tenured academics. Importantly, the collective intelligence methodology provides a novel approach to eliciting employee attitudes, and to explore interdependencies between discrete causes of sabotage.

Wang, Cong; Zhang, Xiao; Yao, Meilin (2019):

Enhancing Chinese college students' transfer of learning through service-learning.

In: *Studies in Higher Education* 44 (8), S. 1316–1331. DOI: 10.1080/03075079.2018.1435635.

Abstract:

Service-learning (SL) is a form of experiential education which promotes student learning through community service and critical reflection. This study aims to examine the effect of SL on Chinese college students' transfer of learning and to explore the psychological mechanism of such effect. In Phase 1 with 186 Chinese college students, the SL group performed better in the quality of transfer but worse in the quantity of transfer than the traditional group. In Phase 2, survey data from the SL group demonstrated that constructive cognitive conflict had positive effects on behavioral engagement and transfer of learning; behavioral engagement fully mediated the relation between cognitive conflict and transfer of learning; and gender moderated the relation between cognitive conflict and behavioral engagement. This study answered whether and why SL could promote Chinese college students' transfer of learning. It has significant implications for promoting SL in reforming current teaching practice in China.

Wang, Zhiqi; Crawford, Ian (2019):

Who are gaining the highly paid elite placements in UK higher education?

In: *Studies in Higher Education* 44 (11), S. 1960–1974. DOI: 10.1080/03075079.2018.1476482.

Abstract:

This study analyses longitudinal student data to determine the influence of social class, academic performance and other individual factors such as gender, ethnicity and age on entry on the possibility of obtaining highly paid placements in elite professions. Focusing on subject-relevant placements, the findings here strongly support the meritocratic recruitment and rewarding process for such work experience schemes. Prestigious and highly paid placements in elite professional firms are not filled by socially privileged upper-middle-class students but the academically 'brightest' students from a wide range of social and individual backgrounds. Excellent academic performance has been interpreted by elite firms as equivalent to high levels of employability skills and productivity. Finally, there is evidence to suggest that well-paid placements can facilitate socio-economic mobility of working-class students who are academically driven and aspire to gain work experience with elite professional firms despite limited economic resources at their disposal.

Watermeyer, Richard; Chubb, Jennifer (2019):

Evaluating 'impact' in the UK's Research Excellence Framework (REF). Liminality, looseness and new modalities of scholarly distinction.

In: *Studies in Higher Education* 44 (9), S. 1554–1566. DOI: 10.1080/03075079.2018.1455082.

Abstract:

Little is known about the process of evaluating the economic and societal impact of research undertaken in university settings. In this paper, we explore the accounts of senior academics and user-assessors, populating disciplinary sub-panels spanning the humanities and social sciences, convened to judge and 'score' the impact claims of researchers from UK universities as a new component of research evaluation within the specific context of the UK's performance-based research funding system (PBRFS), the Research Excellence Framework (REF). We perceive from their accounts the emergence of a new and liminal space in the production of scholarly 'distinction' that is unlike archetypal modalities of academic excellence. Analogously, we identify an emotional and intellectual vulnerability in the review process and the loosening of the structures reviewers traditionally call upon in making value-determinations that simultaneously facilitate their role as impact evaluators and create new modalities in scholarly distinction.

Wilkinson, Clare (2019):

Evidencing impact. A case study of UK academic perspectives on evidencing research impact.

In: *Studies in Higher Education* 44 (1), S. 72–85. DOI: 10.1080/03075079.2017.1339028.

Abstract:

The principle that research should demonstrate impact is now a central driver in UK research policy, with some describing the UK as having undergone a 'culture change' in regards to evidencing the value and contribution of academic research (Watermeyer, R. 2012. "From Engagement to Impact? Articulating the Public Value of Academic Research." *Tertiary Education and Management* 18 (2): 115–30). This article takes a case study approach, examining one university faculty in depth in relation to research impact. Comprising an analysis of 18 Research Excellence Framework impact case studies submitted by the faculty in 2014, alongside a survey of 68 faculty staff and PhD students, and interviews with four research centre or group leaders, the case study explores the perceived benefits and challenges of evidencing research impact amongst a range of disciplines, as well as the 'transferable' skills which researchers utilise in evidence gathering.

Wilson, Caroline; Broughan, Christine; Marselle, Melissa (2019):

A new framework for the design and evaluation of a learning institution's student engagement activities.

In: *Studies in Higher Education* 44 (11), S. 1931–1944. DOI: 10.1080/03075079.2018.1469123.

Abstract:

In this article we explore the potential for attempts to encourage student engagement to be conceptualised as behaviour change activity, and specifically whether a new framework to guide such activity has potential value for the Higher Education (HE) sector. The Behaviour Change Wheel (BCW) (Michie, Susan, Maartje M van Stralen, and Robert West. 2011. "The Behaviour Change Wheel: A New Method for Characterising and Designing Behaviour Change Interventions." *Implementation Science* : IS 6 (1): 42. doi:10.1186/1748-5908-6-42 Titel anhand dieser DOI in Citavi-Projekt übernehmen) is a framework for the systematic design and development of behaviour change interventions. It has yet to be applied to the domain of student engagement. This article explores its potential, by assessing whether the BCW comprehensively aligns with the state of student engagement as currently presented in the HE literature. This work achieves two things. It firstly allows a *prima facie* assessment of whether student engagement activity can be readily aligned with the BCW framework. It also highlights omissions and prevalence of activity types in the HE sector, compared with other sectors where behaviour change practice is being successfully applied.

Wong, Yi-Lee (2019):

Angels falling from grace? The rectification experiences of middle-class community-college students in Hong Kong.

In: *Studies in Higher Education* 44 (8), S. 1303–1315. DOI: 10.1080/03075079.2018.1428949.

Abstract:

Against an expanded sector of higher education, inadequate empirical effort has been made to examine the experiences of middle-class students who fail to get straight into university rectify their situation. Such experiences, as well as their psychic/emotional aspects, are of increasing relevance to understanding the operation of class against a changing landscape of higher education and thus explaining the persistence of a class gap despite continuous educational expansion. In filling this empirical gap, this article examines the educational experiences of 16 middle-class community-college students in seeking a second chance in Hong Kong, and discusses how far the students could be seen as 'angels falling from grace'. Their educational experiences showed that they were advantaged like 'angels' receiving an abundance of parental support in seeking this second chance; but, feeling negatively about community college, they saw themselves as 'angels falling from grace'. Despite this, they finally successfully steered themselves to university.

Xu, Linna (2019):

Teacher-researcher role conflict and burnout among Chinese university teachers. A job demand-resources model perspective.

In: *Studies in Higher Education* 44 (6), S. 903–919. DOI: 10.1080/03075079.2017.1399261.

Abstract:

Based on the job demand-resources framework, the present study investigates the association between teacher–researcher role conflict and burnout (including emotional exhaustion, depersonalization and reduced personal accomplishment) among Chinese university teachers by testing the moderating effects of perceived organizational support (POS) and political skill. The results from two studies employing quantitative (survey) and qualitative (interview) methods indicate that (1) Chinese university teachers experience a low-to-moderate level of burnout; and (2) there is a partial association between teacher–researcher role conflict and burnout; specifically, role conflict is positively related to teachers' emotional exhaustion and depersonalization. (3) Although no direct association was found between teacher–researcher role conflict and reduced personal accomplishment, political skill and POS moderate the relationship between role conflict and reduced personal accomplishment. As predicted, POS mitigates the feeling of reduced personal accomplishment led by role conflict. Moreover, the role-conflict-personal accomplishment relationship is strengthened when individuals show low political skill.

Zong, Xiaohua; Zhang, Wei (2019):

Establishing world-class universities in China. Deploying a quasi-experimental design to evaluate the net effects of Project 985.

In: *Studies in Higher Education* 44 (3), S. 417–431. DOI: 10.1080/03075079.2017.1368475.

Abstract:

The rapid advances of China's universities in major international league tables are generally believed to be an accomplishment of Project 985. A quasi-experimental study was, therefore, undertaken to test the belief and to evaluate the effectiveness of this policy intervention, using 15-year panel data between 1998 and 2013. Results from a difference-in-differences model showed that Project 985 had a positive effect on publication outputs of '985' universities. Tier 2 '985' universities gained strong momentum in publication growth in international and ISI journals. Additionally, Theil index decomposition was employed to examine the stratification effect of Project 985. Results confirmed the homogenising trend within '985' universities. In contrast, the vertical differentiation between '985' and '211' universities was noticeably enlarged. While sustained public funding is still vital, the study findings inform policy makers and higher education leaders of greater sectorial and institutional reforms to fulfil individual higher education institutions' needs and remove bottlenecks in publication growth.

Zordo, Lea de; Hagenauer, Gerda; Hascher, Tina (2019):

Student teachers' emotions in anticipation of their first team practicum.

In: *Studies in Higher Education* 44 (10, SI), S. 1758–1767. DOI: 10.1080/03075079.2019.1665321.

Abstract:

This study investigates student teachers' emotions about their upcoming team practicum. The theoretical foundation grounds in the FIT-Choice approach (Watt, H. M. G., and P. W. Richardson. 2008. "Motivations for Teaching: Theoretical Perspectives and Empirical Findings." *Learning and Instruction* 18: 405–98) and in control-value theory (Pekrun, R. 2006. "The Control-Value Theory of Achievement Emotions: Assumptions, Corollaries, and Implications for Educational Research and Practice." *Educational Psychology Review* 18: 315–41). We examined 405 Swiss student teachers who answered open- and close-ended questions. The quantitative results show that students' beliefs in their teaching and their teamwork skills were significantly related to positive and negative affect; this was also supported by the qualitative data. Further, student teachers experienced more positive affect if they had chosen teaching due to intrinsic reasons. The qualitative results reveal that the quality of relationships in the team practicum must be regarded as another significant source of emotions.

Zou, Tracy X. P. (2019):

Community-based professional development for academics. A phenomenographic study.

In: *Studies in Higher Education* 44 (11), S. 1975–1989. DOI: 10.1080/03075079.2018.1477129.

Abstract:

Professional development for academics has seen a trend towards social engagement through communities and groups, as reflected by a number of increasingly popular concepts: communities of practice, faculty learning communities, and learning and teaching networks. Despite the potential benefits of such engagement, there is a paucity of research on how academics perceive, experience and navigate the emerging community-based professional development (C-PD). This phenomenographic study generates four qualitatively different categories of ways in which academics conceive of C-PD: (1) knowledge sharing and help-seeking; (2) problem-solving and skills/knowledge development; (3) mentoring, modelling, and sharing good principles and practices; and (4) an on-going journey that transforms learning and teaching. The study adds value to the literature by providing insight into how the focus of professional development and perceptual boundaries of community influence academics' conceptions of C-PD.

Specials

Corrigendum to: Teferra, D. Conclusion. The era of mass early career academics and aging faculty - Africa's paradox (vol 41, pg 1869, 2016).

[Corrigendum] (2019). In: *Studies in Higher Education* 44 (1), S. 215.

Abstract:

Teferra, D. (2016). "Conclusion: the era of mass early career academics and aging faculty – Africa's paradox." *Studies in Higher Education* 41 (10): 1869–1881. <http://dx.doi.org/10.1080/03075079.2016.1221650>

Since the publication of this article, it has been noted that the following paragraph (from page 1873) did not carry the appropriate quotation marks, and therefore did not properly reference the source material (Sutherland 2015).

"Expectations around success in academia vary, and ECAs often receive conflicting messages about what they should concentrate on to achieve promotion or tenure. ... What constitutes success for one academic may be low on another's list of priorities. What one university values may not even appear in another's promotion criteria. Success in academia, it would seem, is defined differently at every turn, and yet research on what actually constitutes success in academia is not easy to find" (Sutherland 2015).

Cane, Simon; Cream, Laura; Moore, Gemma (2019):

Commentary to: Watermeyer, Richard; Lewis, Jamie (2018): Institutionalizing public engagement through research in UK universities: perceptions, predictions and paradoxes concerning the state of the art. In: *Studies in Higher Education* 43 (9), S. 1612–1624. DOI: 10.1080/03075079.2016.1272566.

[Commentary]. In: *Studies in Higher Education* 44 (2), S. 415–416. DOI: 10.1080/03075079.2017.1367921.

Lindblom-Ylänne, Sari (2019):

Research on academic emotions requires a rich variety of research methods.

[Commentary]. In: *Studies in Higher Education* 44 (10, SI), S. 1803–1805. DOI: 10.1080/03075079.2019.1665333.

Pekrun, Reinhard (2019):

Inquiry on emotions in higher education. Progress and open problems.

[Commentary]. In: *Studies in Higher Education* 44 (10, SI), S. 1806–1811. DOI: 10.1080/03075079.2019.1665335.

Abstract:

This special issue provides a snapshot of current research on emotions in higher education. The findings document the wide range of emotions that can occur at university, help explain their antecedents, such as control-value appraisals and learning environments, and show that emotions are prime drivers of students' and academics' engagement, performance, and interpersonal perceptions. However, there also are limitations, which can be used to suggest directions for future research. Samples are often small, which can compromise replicability. Most studies use correlational between-person designs that are not suited to understand the causal mechanisms of emotional functioning, suggesting that they need to be complemented by experimental, longitudinal, and within-person research. Current self-report methods should be supplemented with multi-channel assessments to capture the real-time dynamics of emotions. Finally, it is necessary to more fully consider the broader institutional and socio-cultural context of emotions in higher education, beyond individual conditions and immediate learning environments.

Original Articles

Al-Zawahreh, Abdelghafour; Khasawneh, Samer; Al-Jaradat, Mahmoud (2019):

Green management practices in higher education. The status of sustainable leadership.

In: *Tertiary Education and Management* 25 (1), S. 53–63. DOI: 10.1007/s11233-018-09014-9.

Abstract:

The present study investigated the level of sustainable leadership among a random sample of 170 faculty members employed by one public university in Jordan. The sustainable leadership questionnaire with 15 items was used to carry out the study. The results of the study indicated that the sustainable leadership questionnaire is composed of three factors (sustainable management, sustainable initiatives and sustainable actions). This result established the construct validity of the questionnaire in a different culture. Moreover, the results indicated high level of sustainable leadership as perceived by faculty members for all items and factors. Further, results indicated that gender, college, rank and experience had no impact on the level of sustainable leadership. Finally, a number of practical and theoretical recommendations were provided for the field of study.

Bélanger, Charles; Longden, Bernard; Orozco Quijano, E. Patricia; Razmak, Jamil (2019):

How Mexican students perceive their classroom experience from their professors.

In: *Tertiary Education and Management* 25 (2), S. 161–180. DOI: 10.1007/s11233-019-09019-y.

Abstract:

What relationships exist between Mexican students and their professors? This paper compares student expectations with their experiences. This comparison is done by analyzing which elements of personality, teaching style and learning environment are valued by Mexican students in the course of their formal university education. The study was conducted at two different Mexican multi-campus universities using a survey method. Exploratory factor analysis was used to aggregate characteristics that students were looking for in their teachers. Results indicate that expectations were not met a single time and the difference between expectations and experiences was statistically significant in all of the 52 items compared. Students are counting on the personality of their teachers to adapt their teaching styles and provide a positive learning environment.

Chiteng Kot, Felly (2019):

Gap between actual and expected time allocation to academic activities and its impact on undergraduate academic performance.

In: *Tertiary Education and Management* 25 (1), S. 65–82. DOI: 10.1007/s11233-018-09015-8.

Abstract:

This study uses survey data and administrative records collected over a three-year period to examine the gap between the amount of time students invested and the amount they were expected to invest in academic activities. The sample includes 2232 first-year and final-year undergraduate students at an elite research university in Kazakhstan. The study measured time allocation gap in terms of the degree to which the total amount of time invested in academic activities fell short of the

expected amount (class attendance and out-of-class study time combined), given the student's credit load. The study found that, on average, undergraduate students (first and fourth year) allocated 35% less time to academic activities than expected under ECTS standards or 28% less time than expected under Carnegie standards. Using a quasi-experimental research design (propensity score matching), the study found that time allocation gap had a negative impact on undergraduate academic performance.

Choi, Seungchan (2019):

Identifying indicators of university autonomy according to stakeholders' interests.

In: *Tertiary Education and Management* 25 (1), S. 17–29. DOI: 10.1007/s11233-018-09011-y.

Abstract:

This paper is an attempt to reconcile two different perspectives and come up with a more comprehensive conceptualization of university autonomy by adopting a stakeholder approach in identifying indicators of university autonomy. One perspective views university autonomy as a protection of academic freedom and the other as a performance enhancer. In order to secure public support for university autonomy, a strategy to satisfy both perspectives is required. A stakeholder approach helps identifying stakeholder interests which leads to an analysis of what is expected in return for university autonomy. University autonomy indicators developed out of these interests would facilitate a measure to evaluate and secure academic freedom and institutional autonomy in a way that secures better support for university autonomy from higher education stakeholders. This paper examines existing literature to identify higher education stakeholders and their interests and comes up with an example of autonomy indicators that reflect these interests.

Cunha, Jorge; Mensing, Rainer; Benneworth, Paul (2019):

A conceptual framework to understand student volunteerism.

In: *Tertiary Education and Management* 25 (1), S. 31–44. DOI: 10.1007/s11233-018-09012-x.

Abstract:

This paper develops a conceptual framework to understand the value of an increasing number of university study programmes that send students to the global south to learn through volunteering. We ask what determines the benefit that these activities bring to the host community. To understand this, we conceptualise these activities as student volunteerism and propose a framework to understand the value of these activities based on a previously developed framework for volunteer tourism. We examine a single case study of a minor programme in a Dutch university, exploring how course design and student selection affect student behaviour as an antecedent step to creating student benefits. We identify six kinds of factors that appear to promote 'deeper' (better) contributions and argue that these six factors require further analysis to better realise university contributions to societal development in Global South contexts.

Davies, Alex (2019):

"Cheap" and "expensive" credit points. A case study of their causes and utility at a high course-load university.

In: *Tertiary Education and Management* 25 (2), S. 181–193. DOI: 10.1007/s11233-019-09023-2.

Abstract:

Failures to standardize the work required to receive equal credit points from different courses make credit points unfit for their official purposes. Moreover, increasingly, institutions are found where students are required to take a high number of courses simultaneously. This study aimed to identify plausible hypotheses about how high course-loads and standardization failure interact by examining credit point standardization failure at an Estonian university where students are required to take twice as many courses as their peers at better performing universities. The hypotheses supported by the study are: the high course-load both made standardization failure useful to students seeking to manage the high course-load and contributed toward standardization failure because it rendered students' assessments of workload untrustworthy to lecturers who regulate that workload. Existing advice on standardization of workloads within the European Credit Transfer

and Accumulation System is criticized for its insensitivity to the constructive effects of course-load on student workload preferences.

Gunina, Daria; Komárková, Lenka; Přibyl, Vladimír (2019):

How to attract university applicants. Exploring tertiary education advertising patterns in the Czech Republic.

In: *Tertiary Education and Management* 25 (4), S. 349–366. DOI: 10.1007/s11233-019-09038-9.

Abstract:

In the highly dynamic, competitive and uncertain environment of tertiary education, universities nowadays have to intensify marketing communication to address potential applicants. This study seeks to explore the advertising scheduling of university advertisements in selected media, to analyse the differences in the advertising strategies of public and private universities and to study the relationship between universities' advertising activity and the number of applicants. Empirical research results indicate that advertising seasonality exists in tertiary education, as the advertising activity differs in different quarters. Moreover, the difference in advertising strategies between private and public universities was confirmed. Ultimately, a positive correlation between advertising activity and the number of applicants was found in private universities. These findings have implications for marketing research in tertiary education and for universities seeking to increase the number of applicants through advertising.

Hagerer, Ilse (2019):

Universities act differently. Identification of organizational effectiveness criteria for faculties.

In: *Tertiary Education and Management* 25 (3), S. 273–287. DOI: 10.1007/s11233-019-09031-2.

Abstract:

Reforms in higher education according to new public management (NPM) have led to so-called managerial universities, which place a stronger focus on effectiveness and efficiency, causing profound changes in related organizational structures, which in turn must support target attainment to achieve organizational effectiveness. An overview of research shows that the organizational effectiveness of faculties has hardly been investigated so far. Moreover, there are no effectiveness criteria for the organization of faculties, post-reform. The present article aims to identify effectiveness criteria for the organization of faculties. Guided interviews were conducted with 16 experts from different universities working in faculty management. Both open and specific questions about the general criteria of effectiveness, as derived from the literature, were used. The interviews were transcribed and analyzed using qualitative content analysis. The results show continuity, trust, transparency and relief as inductively identified criteria. Communication and information supply, environmental orientation, decision-making quality and motivation were confirmed as effectiveness criteria from the literature.

Highman, Ludovic (2019):

Future EU-UK research and higher education cooperation at risk. What is at stake?

In: *Tertiary Education and Management* 25 (1), S. 45–52. DOI: 10.1007/s11233-018-09013-w.

Abstract:

The UK higher education sector has entered a period of turbulence, as the consequences of the UK leaving the European Union (EU) hit home. Higher education institutions are bracing themselves for what will no doubt be a period of substantial change, uncertainty and challenge. The complexity of the intricate relationships linking EU member states, as well as the EU institutions and their member states, appears to have been misunderstood and understated in the UK, by both the political class and the general public, at the time of the June 2016 referendum. If information is indeed power, its current unavailability is a concern, given that the UK government's plans to remain firmly embedded within the European Research Area and the Erasmus+ programme remain non-committal. In what can be described as a game of high politics between the EU and the UK government, the fate of research and higher education collaboration will be sealed by high-level inter-governmental agreements decided behind closed doors.

Highman, Ludovic (2019):

The distribution of EU students and staff at UK universities. Patterns and trends.

In: *Tertiary Education and Management* 25 (4), S. 311–326. DOI: 10.1007/s11233-019-09037-w.

Abstract:

The mobility of EU students and staff is threatened by Brexit, as the favourable conditions allowing for a frictionless cross-border academic learning and scientific research base are renegotiated at the highest political levels, including the pre-Brexit freedom of movement of persons and home fees for EU students. However, the UK higher education system is highly differentiated, and its hierarchical nature implies that criteria such as age, history, geographical location, economic resources, research activity, teaching quality, academic selectivity and socioeconomic student mix will have important ramifications when assessing the vulnerabilities of UK higher education institutions and the internationalisation of UK higher education should the UK leave the EU.

Horta, Hugo; Jung, Jisun; Zhang, Li-fang; Postiglione, Gerard A. (2019):

Academics' job-related stress and institutional commitment in Hong Kong universities.

In: *Tertiary Education and Management* 25 (4), S. 327–348. DOI: 10.1007/s11233-019-09039-8.

Abstract:

Recent developments in higher education have placed greater emphasis on performance and accountability and raised concerns about increasing levels of stress among academics. Stress not only influences academic productivity but may also affect institutional commitment, which is key to guaranteeing academics' organisational stability, identity and performance at the university. This study examines how the stress of academics working in Hong Kong, which has a highly competitive and performativity oriented higher education system, relates to an institutional commitment to their universities. Through the use of a methodology that handles endogeneity bias, this relationship was analysed using socio-demographic data, information on characteristics of the institutional environment, and academic-work-related data from the Academic Profession in Knowledge Society (APIKS) questionnaire conducted in Hong Kong in 2017/2018. The main finding of this study is that the more the job becomes a strain, the greater the academic's institutional commitment to the university. We argue that stress was positively associated with greater institutional commitment due to Hong Kong's competitive working culture, as no statistically significant differences in stress and institutional commitment were found among those in different academic fields of knowledge and universities. Analysis of determinants of stress and institutional commitment showed that independence in research, interest in current work, availability of career opportunities, and collegial decision-making reduced stress and increased institutional commitment. Conversely, pressure to obtain external funding and excessive administrative work increase stress and reduce institutional commitment. Based on these findings, universities should institute balanced policies that promote research autonomy, collegiality and flexible career opportunities in academic work, whilst designing new ways to more congenially integrate the ubiquitous demand for external funding into academic life, and minimising administrative procedures which are not attuned with creative academic environments.

Iosava, Lela; Roxå, Torgny (2019):

Internationalisation of universities. Local perspectives on a global phenomenon.

In: *Tertiary Education and Management* 25 (3), S. 225–238. DOI: 10.1007/s11233-019-09024-1.

Abstract:

The policy making in internationalisation of higher education is shaped at the national level, and influenced by regional policy debates and globalisation trends, but it tends to obscure the perspectives of academics. Much of what has been written in the scholarly literature in this area has focused on institutional strategies and national policies. We argue that it is crucial to have an in-depth understanding of how academics experience and practice internationalisation in their core teaching and research because of their centrality. This study sought to examine how internationalisation is constructed and enacted at a local or micro level at a research-intensive university in Sweden. Based on the interview data collected from nine semi-structured interviews with the academic staff from various disciplinary groups and three interviews with faculty administrators, we contend that the individual agency of academics serves as a precursor for institutional policy-making.

Jorge Moreno, Justo de; González Robles, Adriana; Martínez, Antonio; Minero Calvo, Roberto; Miron, Andrada Georgiana (2019):

Assessing efficiency in the Spanish public universities through comparative non-radial and radial data envelopment analysis.

In: *Tertiary Education and Management* 25 (3), S. 195–210. DOI: 10.1007/s11233-018-09017-6.

Abstract:

In this study we have used data from Spanish public universities to assess their efficiency in a longitudinal framework between 2008/9–2014/15. To carry out the analysis, two windows data envelopment analysis and intertemporal, non-radial and radial analysis methodologies were compared. The main results show a significant deterioration in university efficiency from the 2012/13 academic year for the three proposed frontiers, with both methodologies. Some factors may explain these results, such as the ageing of teaching force and its low replacement rate of 10%, and the lack of incentives for young researchers who wish to pursue a research career, influenced by the presence of endogamy, in hiring or promotion. Finally, the resources necessary for the good governance of the Spanish public university with the consequent accountability of these, in terms of teaching, research and its transfer to society, could become a strategic issue that should be taken into account by all the actors involved.

Koszttyán, Zsolt T.; Banász, Zsuzsanna; Csányi, Vivien V.; Telcs, András (2019):

Rankings or leagues or rankings on leagues? Ranking in fair reference groups.

In: *Tertiary Education and Management* 25 (4), S. 289–310. DOI: 10.1007/s11233-019-09028-x.

Abstract:

There are several well-known rankings of universities and higher education systems. Numerous recent studies question whether it is possible to compare universities and countries of different constitutions. These criticisms stand on solid ground. It is impossible to create a one-dimensional ordering that faithfully compares complex systems such as universities or even higher education systems. We would like to convince the reader that using well-chosen elements of a family of state-of-the-art data mining methods, namely, bi-clustering methods, can provide an informative picture of the relative positions of universities/higher education systems. Bi-clustering methods produce leagues of comparable entities alongside the indicators, which produce a similar grouping of them. Within leagues, partial rankings could be specified and furthermore can serve as a proper basis for benchmarking.

Kuryshcheva, Anastasia; van Rijen, Harold V. M.; Dilaver, Gönül (2019):

How do admission committees select? Do applicants know how they select? Selection criteria and transparency at a Dutch University.

In: *Tertiary Education and Management* 25 (4), S. 367–388. DOI: 10.1007/s11233-019-09050-z.

Abstract:

In this study, we investigated the currently applied selective admission criteria and tools of the two-year research master's programs of both the Graduate Schools of Life Sciences and Natural Sciences of Utrecht University (the Netherlands). In addition, we evaluated their transparency to applicants. Both admissions staff members and applicants participated. To determine admission criteria that are important for admission decisions, we ranked 51 admission criteria and, on their basis, combined into six domains: academic background, grades, cognitive ability, research background, personality and personal competencies, motivation factors. To evaluate transparency, we contrasted the perceptions of applicants with the actual importance of admission criteria, as reported by admission staff members. We found that admissions criteria related to personality and personal competencies are less important in admission decisions than criteria related to grades, academic background and motivation. The applicants find the admissions decisions transparent to a moderate degree. This study also revealed that selectors use criteria and tools both with and without predictive value for later graduate performance. Moreover, some of the currently applied admission instruments might be prone to admission biases. We advocate selectors to use admission criteria and tools that are evidence-based, resistant to admission biases, and transparent to the applicants.

Lauer, Sabine; Wilkesmann, Uwe (2019):

How the institutional environment affects collegial exchange about teaching at German research universities. Findings from a nationwide survey.

In: *Tertiary Education and Management* 25 (2), S. 131–144. DOI: 10.1007/s11233-019-09020-5.

Abstract:

This paper examines the relationship between the institutional environment and collegial exchange about teaching at German research universities. With the help of a nationwide survey that targeted full professors, which was conducted 2016–17, seven hypotheses were tested via regression analysis. Our findings show that professors significantly report a more vivid collegial exchange about teaching practices in the presence of a culture where colleagues hold teaching in relatively high esteem and students actively provide constructive feedback. The university-wide governance of academic teaching also matters: the perceived number of occasions where teaching is explicitly valued by the rectorate, the perception of how teaching is valued by the head of departments, and the perceived number of didactic support measures positively affect collegial dialogue about teaching. In contrast, we found no effect for the general perception of how teaching is valued by the rectorate, or for the number of perceived structural incentives.

McNaughtan, Jon; García, Hugo A.; Garza, Tiberio; Harwood, Yvonne R. (2019):

Empowering satisfaction. Analyzing the relationship between empowerment, work conditions, and job satisfaction for international center managers.

In: *Tertiary Education and Management* 25 (1), S. 83–99. DOI: 10.1007/s11233-018-09016-7.

Abstract:

The rising cost of higher education has driven researchers and practitioners alike to identify areas of waste and search for practices associated with increasing efficiency. One area commonly targeted is human resources, where the dominant narrative focuses on the role of downsizing as a way to decrease cost. In contrast to workforce reduction, institutions could reduce inefficiencies by finding effective ways to avoid premature departure and strengthen the current workforce in higher education. In this study, we analyze employees' perception of their work conditions and sense of empowerment, in relation to job satisfaction, which has been found to increase productivity and reduce turnover. To illustrate and model key variables, we utilize structural equation modeling to analyze the relationship between our key latent constructs. We find empowerment is positively related to job satisfaction, while working conditions are not.

Murphy, Tony (2019):

Classifying the management of the blend. A typology of the management of blended learning course development.

In: *Tertiary Education and Management* 25 (3), S. 211–224. DOI: 10.1007/s11233-019-09032-1.

Abstract:

This literature review proposes a mechanism for assessing the extent to which the processes involved in developing blended learning courses are managed. A review of the literature on the development of blended learning courses reveals a wide disparity in how these processes are managed. Emerging from the review is a set of criteria that constitute a typology that can be used to compare approaches to managing the development of blended learning courses. The typology is then applied to 20 case studies/models of blended learning development taken from the literature review. Applying the typology, a clear distinction between how blended learning courses are managed emerges. This distinction is then examined using management theories of managerialism, collegiality and neo-collegiality to contextualise the distinction and the commonality in these managed processes.

Pizzuto, Daria (2019):

Contemplative faculty in the United States.

In: *Tertiary Education and Management* 25 (2), S. 145–159. DOI: 10.1007/s11233-019-09021-4.

Abstract:

Contemplative faculty are higher education professors who regularly implement contemplative approaches in their teaching to address their students' social and emotional needs, promote creativity and nurture stable behavior. Through an analysis of contemplative faculty narratives this study explored contemplative higher education faculty perceptions on the use of contemplative pedagogy in the classroom and its impact on student mental and emotional health. After experiencing the benefits of contemplative practice for themselves, faculty wanted to pass along these practices to their students to address mental and emotional wellbeing. Faculty perceived specific benefits for their students including focus and acceptance.

Ripoll-Soler, Carlos; de-Miguel-Molina, María (2019):

Higher education mergers in Europe. A comparative study of the post-merger phase.

In: *Tertiary Education and Management* 25 (3), S. 255–271. DOI: 10.1007/s11233-019-09027-y.

Abstract:

The aim of this study is to compare the results of successful mergers in terms of ranking performance of the so called 'world-class' universities in a European Union context, with a view to identifying the challenges these universities face in their post-merger situation and strategies. After a content analysis, four themes emerged: crucial factors at the pre-merger phase to ensure a successful merger, the best actions to be performed at the merger phase to ensure a successful merger, the main challenges faced at the post-merger phase, and post-merger strategies in the last phase. Then, we analysed the institutional post-merger strategies to find differences between different mergers. Our research shows that in all cases there is a mix of various local and national/international factors that need to be analysed in the post-merger phase before a merger can be deemed to be 'successful' overall, and before the various dimensions of the global impact of the merger can be assessed.

Seyfried, Markus; Ansmann, Moritz; Pohlenz, Philipp (2019):

Institutional isomorphism, entrepreneurship and effectiveness. The adoption and implementation of quality management in teaching and learning in Germany.

In: *Tertiary Education and Management* 25 (2), S. 115–129. DOI: 10.1007/s11233-019-09022-3.

Abstract:

This paper presents empirical evidence on the adoption, implementation and the perceived effectiveness of quality management in teaching and learning in German higher education institutions. Theoretically, the article combines two new institutionalist approaches: institutional isomorphism and institutional entrepreneurship. Empirically, the study refers to qualitative interview data and quantitative survey data. The analysis reveals that isomorphism is a leading driver behind the adoption of quality management in German higher education institutions, whereas institutional entrepreneurship plays an important role in quality management implementation. While isomorphism can be regarded as a conclusive reason behind the absence of a perception of quality management's effectiveness, institutional entrepreneurship may function as a corrective towards the overall negative impact of isomorphic conformity by institutionalizing quality management in a sustainable manner.

Skrbinjek, Vesna; Dermol, Valerij (2019):

Predicting students' satisfaction using a decision tree.

In: *Tertiary Education and Management* 25 (2), S. 101–113. DOI: 10.1007/s11233-018-09018-5.

Abstract:

This research focuses on students' satisfaction and on how students' satisfaction relates to their performance and involvement in study activities in the e-classroom. Our research is a case study at the course level of a business and economics study programme at a private higher education institution in Slovenia. The study is based on decision-tree induction, a highly used algorithm in a variety of domains for knowledge discovery and pattern recognition using a data mining approach. The results revealed that students are less satisfied with a course when both the requirements for the involvement in the e-classroom and the workload are both high. Further, the average grade might not be of crucial importance when addressing student satisfaction. In our case, students are much more satisfied with a course when the average grades are high and when the workload is not so elevated and when a part of the workload moves to the e-classroom.

Tarazona, Mareike; Rosenbusch, Christoph (2019):

Refining measurements of social and academic integration. Lessons from a German University of Applied Sciences.

In: *Tertiary Education and Management* 25 (3), S. 239–253. DOI: 10.1007/s11233-019-09025-0.

Abstract:

A variety of studies have shown that social and academic integration are important indicators of future student success and satisfaction. They are therefore an important field of action for higher education development programmes. However, specifications of the theoretical models and empirical representations vary widely between researchers and countries. We reviewed the most important German and international questionnaires and studies on the topic. On the basis of this review as well as theoretical reflections, we developed a questionnaire which was successfully tested for validity.

Zajęc, Tomasz Zbigniew; Komendant-Brodowska, Agata (2019):

Premeditated, dismissed and disenchanted. Higher education dropouts in Poland.

In: *Tertiary Education and Management* 25 (1), S. 1–16. DOI: 10.1007/s11233-018-09010-z.

Abstract:

Student attrition is a significant problem and a huge challenge from an institutional point of view. Although completion rates in Poland are lower than in most Organisation for Economic Cooperation and Development countries, the problem has not been studied thoroughly. In order to shed light on that problem the aim of this paper is to present the results of a mixed methods study on dropout behaviour at the University of Warsaw, Poland's largest higher education institution, combining administrative data analysis, survey research and individual in-depth interviews. The main results are: 1) students drop out mainly during the first year of studies, 2) there are three main types of dropouts – planned dropout, academic failure and those who are disappointed with their studies 3) one of the reasons for this lies in the process of choosing the study programme. Improving this decision process by providing more information and support to candidates should help reduce dropout rates.

Editorials

Editorial.

[Editorial] (2019). In: ZeHf – Zeitschrift für empirische Hochschulforschung 3 (1), S. 3–5.

Editorial.

[Editorial] (2019). In: ZeHf – Zeitschrift für empirische Hochschulforschung 3 (2), S. 103–104.

Original Articles

Bachsleitner, Anna; Becker, Michael; Neumann, Marko; Maaz, Kai (2019):

Bildungsverläufe von Hochschulabsolventen mit und ohne aufgenommene Promotion.

In: ZeHf – Zeitschrift für empirische Hochschulforschung 3 (2), S. 173–193. DOI: 10.3224/zehf.v3i2.06.

Abstract:

Der Beitrag untersucht Bildungsverläufe ab der Sekundarstufe II von Hochschulabsolventen mit und ohne aufgenommene Promotion. Auf Grundlage der Längsschnittstudie BIJU wird analysiert, welche bildungsbiographischen Merkmale mit der Aufnahme einer Promotion assoziiert sind. Es werden Unterschiede hinsichtlich der Studiendauer, einer Berufsausbildung, eines Auslandsaufenthalts und einer studentischen Hilfskrafttätigkeit betrachtet. Zudem wird untersucht, inwiefern diese Verlaufsmerkmale auch unter Kontrolle von Leistungsmerkmalen und der sozialen Herkunft Einfluss auf den Promotionsübergang haben. Die Befunde zeigen, dass in allen betrachteten Verlaufsmerkmalen signifikante Unterschiede zwischen Personen mit und ohne begonnene Promotion bestehen. Bei der multivariaten Vorhersage der Promotionsaufnahme verbleiben über Leistungs- und soziale Herkunftsmerkmale hinaus ein negativer Effekt einer längeren Studiendauer und ein positiver Effekt eines Auslandsaufenthaltes.

Educational pathways of graduates of tertiary institutions with and without taking up doctoral studies

This study examines educational pathways from secondary school on for graduates of tertiary institutions with and without taking up doctoral studies. Based on the longitudinal survey BIJU we investigate the predictive significance of characteristics of educational pathways on taking up a doctorate. We focus on differences in terms of duration of studies, vocational education, life and studies abroad and the job as a student assistant. Additionally, it is analyzed whether these characteristics are influential on the transition to doctoral studies beyond control of educational performance and social background. The findings suggest that there are significant differences in the characteristics between graduates of tertiary institutions with and without entering doctoral studies. In the multivariate analyses, beyond control of performance and social background, a negative effect of duration of studies and a positive effect of a stay abroad on taking up doctoral studies remain significant.

Bosse, Elke; Mergner, Julia (2019):

"Und das hat RICHTIG geholfen." Wirkungsweisen von Angeboten für den Studieneinstieg.

In: ZeHf – Zeitschrift für empirische Hochschulforschung 3 (2), S. 105–122. DOI: 10.3224/zehf.v3i2.02.

Abstract:

Hochschulpolitische Forderungen nach höheren Studienerfolgsquoten haben in den letzten Jahren zu vielfältigen Maßnahmen geführt, die den Übergang an die Hochschule unterstützen sollen. Zu den Wirkungen dieser Angebote für den Studieneinstieg liegen bislang nur punktuelle Befunde für einzelne Maßnahmen und Erfolgsindikatoren vor. Für einen näheren Einblick nutzt der vorliegende Beitrag einen qualitativen Ansatz und geht dem komplexen Wirkungszusammenhang von Studieneinstiegsangeboten aus der Sicht von Studierenden nach. Im Zentrum der auf 19 Leitfadeninterviews basierenden Fallstudie steht dabei die Frage, wie die Teilnahme an Studieneinstiegsangeboten zur Bewältigung von Studienanforderungen beiträgt. Mittels qualitativer Inhaltsanalyse werden unterschiedliche Wirkungsweisen rekonstruiert, die sich sowohl aus den individuellen Nutzungsformen als auch aus den Gestaltungsmerkmalen von Studieneinstiegsangeboten ergeben. Die Ergebnisse liefern nicht nur Hinweise für weiterführende Mixed-Methods-Studien, sondern legen für die Praxis nahe, den unterschiedlichen Nutzungsformen mit einem breiten Spektrum an Studieneinstiegsangeboten Rechnung zu tragen.

„And that has REALLY helped.“ – Effects of first-year support programmes in higher education

Political demands to improve study success rates have lately led to a variety of programmes that seek to support the transition to higher education. So far though, findings on the effects of these programmes are limited to selected interventions and single success factors. To gain further insights, the present study adopts a qualitative approach and explores the complex effects of first year support programmes from the students' perspective. Based on 19 semi-structured interviews, the case study examines how the participation in first-year support programmes helps students to handle the formal and informal requirements that are characteristic for the first year. Thematic analysis reveals that the students experience different types of effects that depend on both, the individual ways in which students use the programmes and the particular design of the programmes. The findings may not only contribute to future mixed-methods studies but also suggest that a broad range of support programmes is needed in order to meet the students' individual ways of using first-year support.

Bremerich-Vos, Albert; König, Johannes; Fladung, Ilka (2019):

Fachliches und fachdidaktisches Wissen von angehenden Deutschlehrkräften im Referendariat. Konzeption und Ergebnisse einer Testung in Berlin und NRW.

In: ZeHf – Zeitschrift für empirische Hochschulforschung 3 (2), S. 155–172. DOI: 10.3224/zehf.v3i2.05.

Abstract:

Im Rahmen des interdisziplinären Projekts "PlanvoLL-D" ("Die Bedeutung des professionellen Wissens angehender Deutschlehrkräfte für ihre Planung von Unterricht") wurden u.a. erstmals via Papier und Bleistift das fachdidaktische (N = 378) und online das fachliche Wissen (N = 264) ausschließlich von Referendarinnen und Referendaren erhoben. Wie in anderen Projekten ist die Testung des fachdidaktischen Wissens nicht so zuverlässig wie die des Fachwissens. Die beiden Facetten des Fachwissens sind hoch korreliert, ebenso das sprachwissenschaftliche und das didaktische Wissen.

Content knowledge and pedagogical content knowledge of trainee German language teachers: design and results of a test applied in Berlin and North Rhine-Westphalia

In the interdisciplinary project PlanvoLL-D content knowledge (N = 264) and pedagogical content knowledge (N = 378) of trainee teachers during their second phase of initial teacher education was assessed for the first time. Similar to other projects, the assessment of pedagogical content knowledge is less reliable than the assessment of content knowledge. Both content and pedagogical content knowledge are highly intercorrelated, the same holds for pedagogical content knowledge and content knowledge in the area of linguistics.

Gess, Christopher; Ruess, Julia; Blömeke, Sigrid (2019):

Ein fach- und paradigmengreifendes Modell der Forschungskompetenz in den Sozialwissenschaften.

In: ZeHf – Zeitschrift für empirische Hochschulforschung 3 (1), S. 7–27. DOI: 10.3224/zehf.v3i1.02.

Abstract:

Obwohl die Befähigung zu eigenständiger Forschung ein zentrales Ziel des Studiums ist, fehlt es in den Sozialwissenschaften an einem theoretischen Modell von Forschungskompetenz. In der vorliegenden Arbeit wurde ein fach- und paradigmengreifendes Modell sozialwissenschaftlicher Forschungskompetenz in einem sequenziellen Mixed-Methods-Design entwickelt: Mittels Experteninterviews (n = 4) wurden erforderliche Kompetenzdimensionen identifiziert und mittels schriftlicher Expertenbefragung (n = 8) ausdifferenziert. Die Bedeutsamkeit der Modellbestandteile wurde über ein Expertenrating (n = 80) untersucht. Im Ergebnis konnte ein Modell mit den Kompetenzdimensionen Forschungsprozess-, Methoden- und methodologisches Wissen abgeleitet werden. Diese Dimensionen sind für die Forschungstätigkeiten der Problemherleitung, Forschungsplanung, Datenauswertung und -interpretation entscheidend.

A model of research competencies across social scientific disciplines and research paradigms

Although the development of research competency is an important goal of higher education in social sciences, there is no theoretical model of social-scientific research competency. In the present study, an overarching model across social-scientific disciplines and research paradigms was developed: Relevant competency dimensions were identified through expert interviews (n = 4). Their roles in performing key research steps were described based on an expert survey (n = 8). Finally, an expert rating (n = 80) was performed to determine the importance of each aspect of the competency model. The resulting model entailed the dimensions of research process knowledge, knowledge of research methods, and knowledge of methodologies as well as the research steps finding and defining a research problem, planning a research project, and analysing and interpreting data.

Glöckner, Mandy; Lempp, Theresa; Fischer, Nadine; Krzywinski, Nora; Tampe, Katharina; Zimmermann, Hannah (2019):

Gleichstellungsorientierte Hochschulentwicklung vor dem Orientierungsrahmen einer geschlechtsneutralen Universität.

In: ZeHf – Zeitschrift für empirische Hochschulforschung 3 (1), S. 68–83. DOI: 10.3224/zehf.v3i1.05.

Abstract:

Der Beitrag fokussiert kollektive Geschlechterwissensbestände an einer deutschen Universität, die fortbestehende Geschlechterungleichheiten legitimieren und sich als ein Nebeneinander von widersprüchlichen Deutungsmustern beschreiben lassen. Daraus leiten sich Distanzierungen und Vorbehalte gegenüber Gleichstellungsarbeit ab, die eine gleichstellungsorientierte Organisationsentwicklung behindern können. Basis des Artikels bilden Gruppendiskussionen mit Hochschulangehörigen verschiedener Statusgruppen, welche nach der Dokumentarischen Methode (Bohnsack, 2000) ausgewertet wurden.

Facing the orientation framework of a gender-neutral university – gender equality in higher education management

The article focuses on collective gender knowledge at a German university, which keeps legitimizing persistent gender inequalities and consists of contradictory interpretive patterns. This leads to a distance towards gender equality efforts possibly impeding an equality-focused organizational development. The article is based on group discussions with members of different academic status, which were analyzed through Documentary Method (Bohnsack, 2000).

Hannemann, Lena; Uhde, Gesa; Thies, Barbara (2019):

Die spezifische Lehrkraft-Selbstwirksamkeitserwartung bei Lehramtsstudierenden. Eine Integration zweier Messinstrumente.

In: ZeHf – Zeitschrift für empirische Hochschulforschung 3 (2), S. 139–154. DOI: 10.3224/zehf.v3i2.04.

Abstract:

Die Lehrkraft-Selbstwirksamkeitserwartung (SWE) im Studium kann die spätere Berufstätigkeit von Lehrkräften langfristig positiv beeinflussen. Im deutschen Sprachraum fehlen Instrumente, die die Lehrkraft-SWE mit spezifischen Subskalen zu einem frühen Zeitpunkt im Studium messen. Vorgestellt wird eine adaptierte Skala basierend auf der Fragestruktur der Skala Lehrerselbstwirksamkeit (WirkLehr; Schmitz & Schwarzer, 2000) sowie den Inhalten der Teachers' Sense of Efficacy Scale (TSES; Tschannen-Moran & Woolfolk Hoy, 2001) mit den Subskalen Engagement, Instruktionen und Classroom-

Management. Die psychometrischen Kennwerte der adaptierten Skala wurden mittels konfirmatorischer Faktorenanalyse anhand von N = 618 Studierenden (drittes Semester) überprüft. Es zeigte sich ein besserer Modellfit für ein Drei-Faktoren- gegenüber einem Ein- Faktor-Modell. Bezüglich der drei Subskalen ergaben sich positive Korrelationen mit WirkLehr, negative Korrelationen mit dem Stresserleben (Perceived Stress Scale; Büssing, 2011) sowie positive Korrelationen mit einer zweiten Messung einen Monat später. Zusätzlich wurde die adaptierte Skala im Rahmen einer Classroom-Management-Trainingsevaluation eingesetzt. Hier zeigte sich eine höhere Lehrkraft-SWE einer Trainings- gegenüber einer Kontrollgruppe für die Bereiche Classroom- Management und Instruktionen. Aufgrund der zufriedenstellenden Validitäts- und Reliabilitätsbelege kann die adaptierte Skala zur Messung der spezifischen Lehrkraft-SWE bei Studierenden eingesetzt werden.

Specific teacher self-efficacy in teacher students - an integration of two measurement Instruments

Students' self-efficacy can have a long-term beneficial influence on their later teaching profession. However, there is a lack of German instruments that consider specific aspects of teacher self-efficacy at an early stage of teacher training. An adapted teacher self-efficacy scale is presented based on the scale Lehrerselbstwirksamkeit (WirkLehr; Schmitz & Schwarzer, 2000) and on the Teachers' Sense of Efficacy Scale (TSES; Tschannen-Moran & Woolfolk Hoy, 2001) with the subscales engagement, instruction, and classroom management. Confirmatory factor analysis (N = 618 students, third semester) indicated a better model fit for a three-factor-model compared to a singlefactor-model. Investigations revealed positive correlations of the three subscales with teacher self efficacy (WirkLehr), negative correlations with stress (Perceived Stress Scale, PSS; Büssing, 2011), and positive correlations of the subscales with their second measurements one month later. The adapted scale was also implemented in a classroom management training evaluation; the training group showed higher self-efficacy in classroom management and instructions than the control group. Given the evidence of satisfactory validity and reliability, the adapted scale can be used to assess specific teacher self-efficacy in teacher students.

Jackenkroll, Benedict; Julmi, Christian (2019):

Der Einfluss von Rollenstress auf Burnout-Anzeichen von Dekaninnen und Dekanen in deutschen Universitäten.

In: ZeHf – Zeitschrift für empirische Hochschulforschung 3 (1), S. 84–99. DOI: 10.3224/zehf.v3i1.06.

Abstract:

In der vorliegenden quantitativen Untersuchung mit N = 221 Dekaninnen und Dekanen deutscher Universitäten wird der Frage nachgegangen, inwiefern sich die Rollenstressoren, denen die Dekanin bzw. der Dekan in der Ausübung des Amtes ausgesetzt ist, auf die beiden Burnout-Facetten Erschöpfung und Distanzierung von der Arbeit auswirkt. Regressionsergebnisse legen eine besondere Relevanz des qualitativen und des quantitativen Rollenoverloads nahe, während Rollenkonflikte und Rollenambiguität weniger relevant erscheinen.

The impact of role stress on burnout of deans in German universities

A quantitative study with N = 221 deans of German universities examines the question to what extent the role stressors to which a dean is exposed in the execution of his or her office have an effect on the two burnout facets of exhaustion and distance from work. Regression results suggest a particular relevance of qualitative and quantitative role overload, while role conflicts and role ambiguity appear less relevant.

Rochnia, Michael; Trempler, Kati; Schellenbach-Zell, Judith (2019):

Vergleich der Forschungs- sowie Praxisorientierung zwischen Lehramts- und Medizinstudium.

In: ZeHf – Zeitschrift für empirische Hochschulforschung 3 (2), S. 123–138. DOI: 10.3224/zehf.v3i2.03.

Abstract:

Im Lehramt existieren Bemühungen, evidenzbasiertes Handeln nach dem Vorbild der evidenzbasierten Medizin zu etablieren. Vor diesem Hintergrund vergleicht der Beitrag die Forschungs- und Praxisorientierung im Medizinstudium und im Lehramtsstudium anhand von Daten des NEPS. Unsere Analysen weisen aus Sicht der Studierenden eine stärkere

Forschungs- und Praxisorientierung des Medizinstudiums auf. Der Befund wird mit Blick auf den Ruf nach einer evidenzorientierten Unterrichtspraxis diskutiert.

Comparison of research and practice orientation between teacher and medical training

There are efforts to establish evidence-based action in teacher education similar to evidence-based medicine. Against this background, the present study compares the research as well as the practical orientation in medical and teacher education with data from the NEPS. Our analyses show that students assign a stronger research and practice orientation to medical education. This is discussed in terms of the call for evidence-oriented teaching practice.

Wenz, Kathrin; Cramer, Colin (2019):

Die Mentor-Mentee-Beziehung in der schulpraktischen Lehrerbildung. Theoretische Modellierung und Operationalisierung.

In: ZeHf – Zeitschrift für empirische Hochschulforschung 3 (1), S. 28–43. DOI: 10.3224/zehf.v3i1.03.

Abstract:

Forschung zu schulpraktischen Studien nimmt die Mentor-Mentee-Beziehung als zentralen Faktor der Professionalisierung Lehramtsstudierender an. Unklar ist, welche Merkmale von Beziehungen sich theoretisch nahelegen und wie sie sich empirisch operationalisieren lassen. Ausgehend vom Forschungsstand wird ein Rahmenmodell angeboten, das die Relation von Unterstützung und Herausforderung fokussiert. Davon ausgehend werden Beziehungsmerkmale durch linguistische Gesprächsanalyse induktiv identifiziert.

The mentor-mentee relationship in practical teacher training: Theoretical modeling and operationalization

Research on practical teacher training mentions the mentor-mentee-relationship as a main factor in the professionalization of student teachers. It is yet unknown which characteristics of relationships are theoretically relevant and how they can be empirically operationalized. The paper reflects research and develops a framework model based on the relationship between support and challenge. According to the framework model, relationships are identified inductively using conversation analysis.

Zapfe, Laura (2019):

Erklärung geschlechtsspezifischer Einkommensdifferenzen bei Absolventinnen und Absolventen der MINT-Studienfächer. Eine Analyse mit dem DZHW-Absolventenpanel 2001.

In: ZeHf – Zeitschrift für empirische Hochschulforschung 3 (1), S. 44–67. DOI: 10.3224/zehf.v3i1.04.

Abstract:

Dieser Beitrag analysiert den gender wage gap bei AbsolventInnen der MINT-Studienfächer, welche bislang üblicherweise als homogene Gruppe bezüglich der Frauenanteile betrachtet wurden. Berücksichtigt werden die Einflüsse von geschlechtstypischer Sozialisation, Humankapitalfaktoren sowie Beschäftigungsmerkmalen auf die Einkommensdifferenz. Die Ergebnisse zeigen, dass allein die geschlechtsspezifische MINT-Fachwahl und das Humankapital 50% des gender wage gaps in den MINT-Fächern erklären.

Explaining the gender wage gap of graduates in STEM subjects. An analysis with the DZHW graduate panel 2001

This paper analyzes the gender wage gap between STEM fields in which the large heterogeneity in the share of women was neglected until now. The influence of gender-specific choice of field in STEM as well as Human Capital indicators and employment characteristics on income differences are being considered. The results show that especially the gender-specific choice of a STEM subject and the Human Capital indicators explain half of the gender wage gap in STEM fields.